NOMINATIONS

HEARING

BEFORE THE

COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

WENDY HAWLEY BORCHERDT, OF CALIFORNIA, TO BE UNDER SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

EDWARD M. ELMENDORF, OF VERMONT, TO BE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION, DEPARTMENT OF EDUCATION

DOUGLAS A. FENDERSON, OF MINNESOTA, TO BE DIRECTOR, NATIONAL INSTITUTE OF HANDICAPPED RESEARCH

MANUEL J. JUSTIZ, OF NEW MEXICO, TO BE DIRECTOR, NATIONAL INSTITUTE OF EDUCATION

DONALD BARR, OF CONNECTICUT, PAUL COPPERMAN, OF CALIFORNIA, GEORGE ROCHE, OF MICHIGAN, J. FLOYD HALL, OF SOUTH CAROLINA, ELAINE SCHADLER, OF PENNSYLVANIA, WALLIE SIMPSON, OF NEW YORK, CARL SALSER, OF OREGON, M. BLOUKE CARUS, OF ILLINOIS, DONNA HEARNE, OF MISSOURI, ONALEE McGRAW, OF VIRGINIA, AND PENNY PULLEN, OF ILLINOIS, TO BE MEMBERS OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

AND

BYRON LEEDS, OF NEW JERSEY, JOHN E. JUERGENSMEYER, OF ILLINOIS, JULIA L. WU, OF CALIFORNIA, AND JERALD CONWAY NEWMAN, OF NEW YORK, TO BE MEMBERS OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCES

DECEMBER 9, 1982

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NOMINATIONS

THURSDAY, DECEMBER 9, 1982

U.S. SENATE,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, D.C.

The committee met, pursuant to notice, at 9:37 a.m., in room 4232, Dirksen Senate Office Building, Senator Paula Hawkins (acting chairperson of the committee) presiding.

Present: Senators Hawkins, Stafford, Humphrey, Randolph, and Pell.

Also present: Senators Thurmond, Hayakawa, Durenberger; Domenici, and Schmitt, and Congressmen Lujan and Skeen.

. Staff present: Dr. Howard A. Matthews, professional staff member.

OPENING STATEMENT OF SENATOR HAWKINS

Senator HAWKINS. Good morning.

I am Senator Hawkins. I am pleased to be here today to conduct these confirmation proceedings, but regret very much the circumstances which have made our chairman, friend, and colleague, Senator Hatch, unable to preside today. As many of you know, Senator Hatch has responded well to emergency surgery to repair a damaged tendon, and we all wish him a speedy recovery. We will miss his leadership during this day.

Over 20 individuals nominated by President Reagan for important executive positions or to policy councils or commissions related to the Education Department have been invited to be present here today. I hope they all have seats.

Some of the nominees to the policy council positions are unable to be with us today because of previous commitments which they were unable to rearrange.

It is my hope that we can complete the review of the credentials of all the nominees, including those unable to be here, before we adjourn this hearing. For that reason, I will ask all of those who speak to make their remarks objective, to the point, and as brief as possible. The prepared statements of nominees, along with letters of endorsement or opposition to any appointment, will be inserted into the record of this hearing at the appropriate time.

Several of my colleagues on the committee are not able to be present today because of other Senate business. Any questions they may have for any of the nominees will be transmitted to the nominee affected by the close of business today. It is urgent that answers in writing to such questions be returned to the committee staff director as quickly as possible so that we may complete this business of this hearing expeditiously.

We are honored today to have with us several distinguished Members of Congress to introduce their friends and associates who have been nominated to these executive positions in the Education Department. Because of the severe limitations on time they are able to spend with us, I will ask each of these nominees to be introduced before we entertain any questions or testimony from others.

We are all aware of the very heavy workload facing the Congress during these special few days and, for that reason, following the introduction of the executive nominees, my friends and colleagues in the Congress who must leave for other duties will no doubt want to do so and will be excused.

As these nominees are being presented, I will ask them to come to the table one at a time to form a panel, and after all four have been appropriately introduced, I will ask them to present their statements and respond to any questions members of the committee who are present may have for them.

After the executive nominees are excused, I will call up as a group the nominees for the National Council on Educational Research who are present and ask each to introduce themselves to the committee and respond to any questions my colleagues may have for them.

We will then call up the nominees for the National Commission on Libraries and Information Service as a group.

Senator Robert Stafford of Vermont, chairman of the Subcommittee on Education, Arts and the Humanities, my esteemed colleague, who would normally preside at this hearing in the absence of Senator Hatch is unable to do so because of important business before the Senate committee that he chairs, but I am pleased that he is here with us at this moment to briefly introduce his longtime friend and associate and President Reagan's nominee for the position of Assistant Secretary for Postsecondary Education, Dr. Edward M. Elmendorf of Vermont.

Thank you so much for coming, Bob.

STATEMENT OF HON. ROBERT STAFFORD, A U.S. SENATOR FROM THE STATE OF VERMONT

Senator **Stafford**. Thank you very much, Madam Chairman.

I suppose it is salutory for members of the committee to occasionally get the view from the witness table instead of the committee table. I am very pleased to have the opportunity to introduce to the committee today Dr. Edward M. Elmendorf, the President's nominee to be Assistant Secretary for Postsecondary Education.

Dr. Elmendorf is a native New Yorker but an adoptive Vermonter. As dean, vice president, and president of Johnson State College in Johnson, Vt., over a period of 14 years, he demonstrated strong and effective leadership in a time of dynamic growth for that institution. Most recently, as Deputy Assistant Secretary for Student Financial Assistance, he has worked with the range of higher education institutions, students, and parents in administering a complex system of student aid programs. Indeed, this system has been made even more complex in the period of fiscal restraint for higher education.

Dr. Elmendorf, as Assistant Secretary, will now have the considerable task of managing both the student and institutional aid programs of the Department of Education, programs totaling more than $8 million in the current fiscal year.

Madam Chairman, I commend Dr. Elmendorf to the committee. I know him well. He is a thoughtful and articulate spokesman for higher education. His experience and the high regard in which he is held both in the higher education community and within the administration make him exceptionally qualified and able to guide administration policies during these times of often-strained relationships betweem the two.

I hope, Dr. Elmendorf, that in your new position you will continue to work as closely with this committee and with the Education Subcommittee, which I chair, as you have in the past. I believe you will.

I believe this relationship has worked quite well in the interest of higher education.

Finally, Madam Chairman, I hope that we can move expeditiously, if possible today, to move the nomination of Dr. Elmendorf on to the full Senate.

I should indicate, Madam Chairman, that due to the fact that I chair the Committee on Environment and Public Works and it's meeting very shortly on some important issues, I do apologize for having to ask that I be excused.

Senator HAWKINS. We thank you so much for taking the time to come today, Bob.

My friend and colleague in the Senate, Senator Strom Thurmond, of South Carolina, I understand has already left so that he can open the Senate but he will return.

I see my good friend, Senator Sam Hayakawa, of California, with us today on behalf of Mrs. Wendy H. Borcherdt, who has been nominated by President Reagan for the position of Deputy Under Secretary for Intergovernmental and Interagency Affairs in the Education Department.

It is always a joy to have you with us, Senator Hayakawa. I am happy you are at the table with Mrs. Borcherdt at this time.

We will call on you first while we are waiting for Senator Thurmond to return.

Senator Hayakawa.

STATEMENT OF HON. S. I. HAYAKAWA, A U.S. SENATOR FROM THE STATE OF CALIFORNIA

Senator HAYAKAWA. Thank you, Madam Chairman.

I am, indeed, happy today to have the privilege of introducing Mrs. Wendy Borcherdt, the President's choice to serve as Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education.

I understand my good friend and colleague, Senator Thurmond, will speak on Mrs. Borcherdt's behalf regarding her Washington experience. This allows me to have the honor of commenting on her many achievements in California.

Mrs. Borcherdt's education and professional experience are rooted in California. She graduated from Stanford University with an A.B. in political science and English. Later she founded and ran a consulting firm, training for effective management, dealing with nonprofit organizations in the health, education, and cultural field.

A native of California, Mrs. Borcherdt has been involved in a number of California organizations and activities, including director of the Pacific Legal Foundation in Sacramento, tenure as president and treasurer of the Junior League of Los Angeles, vice chairman of the board for Independent Colleges of Southern California, and a member of Mayor Tom Bradley's Economic Council in Los Angeles.

Politically, Mrs. Borcherdt has been a lifelong Republican, having worked for the Reagan gubernatorial and Presidental campaigns.

I am aware that Mrs. Borcherdt served as a citizen lobbyist on educational and criminal justice matters before the assembly and senate in California. So, she has a thorough knowledge of the legislative process at the State level. This experience will aid her in her outreach to the State governance bodies.

In addition, Mrs. Borcherdt was one of several women who helped establish, with the city of Los Angeles, an educational arts center for primary and secondary children. Through this endeavor, Mrs. Borcherdt gained comprehensive knowledge of municipal decisionmaking and understanding for the need to have community actions determined on the local level. This realization provides her with the enthusiasm to endorse President Reagan's concept of federalism within the Department.

Mrs. Borcherdt will work most cooperatively with the State and local government bodies, due to her experience with State and city governments in California.

I believe Mrs. Wendy Borcherdt is a most able and competent person and will efficiently and effectively handle and carry out the duties of Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education. She has my heartiest endorsement.

Thank you, Madam Chairman.

Senator **HAWKINS**. Thank you, Senator Hayakawa, for that statement in behalf of Mrs. Borcherdt.

I would like to tell you personally how much we are going to miss you as you leave our Senate at the conclusion of this special session. We wish you the very best. You have taught me a great deal, one of which, of course, is stamina—you're able to dance at 2 a.m. in the morning.

Senator **HAYAKAWA**. Thank you, Senator Hawkins. I will come back and dance with you some more. [Laughter.]

Mrs. Borcherdt, will you just remain in your seat, please? Mr. Elmendorf can come back and be seated beside you.

Manuel Justiz, President Reagan's nominee for the post of Director of the National Institute of Education, will be presented to us today by two distinguished Senators from Dr. Justiz' adopted State of New Mexico.

I see Senator Domenici. We are pleased to have you with us. I understand Senator Schmitt will join you shortly. I see Manuel Lujan out there, also.

Senator DOMENICI. Yes, I have Congressman Lujan and Congressman Joe Skeen here, also.

Senator HAWKINS. My goodness, we are overwhelmed with support. [Laughter.]

Senator DOMENICI. That is what we intended. [Laughter.]

Senator HAWKINS. I imagine at the conclusion of your testimony half the room will clear. [Laughter.]

Senator DOMENICI. Not as long as you are here.

Senator HAWKINS. It is an honor to have you with us on such a busy day, Senator Domenici. Would you please proceed?

STATEMENT OF HON. PETE V. DOMENICI, A U.S. SENATOR FROM THE STATE OF NEW MEXICO

Senator DOMENICI. I am delighted to be here this morning to introduce a person who I am convinced is one of the most capable young men in the State of New Mexico, Dr. Manuel Justiz.

He knew at an early age what he wanted. He wanted to teach at the university, and, in particular, he wanted to teach at our university, the University of New Mexico. To accomplish this goal, he attended and succeeded at universities in Kansas and Illinois. He has a doctor of philosophy in higher education administration from Southern Illinois University.

At the University of New Mexico in Albuquerque Dr. Justiz is now the director of Latin American Programs in Education and an associate professor in the college of education.

Not only did he accomplish his goal, but, to be honest with you, he has become the pride of many in the State of New Mexico, included in that is this Senator. I am sure if you would grant our two Congressmen from New Mexico a moment they would concur that we are very proud of him.

Manuel Justiz' reputation as a researcher and educator is sterling. His credentials are superb. I do not want to go into all his background because I am sure that has been presented to you.

Frankly, as I look at our country there is no doubt that the role of our National Government in education is changing, but the one role that continues to remain in the minds of almost everyone as a very significant role is that of educational research. I am convinced that Manuel Justiz would do a superb job heading that part of our national effort that has to do with educational research. I highly recommend him.

I think we must get on with filling this position. Our National Government continues to fund this activity. While the funding has come down some, there continues to be little doubt that educational research must remain one of the major roles of our National Government's efforts in education. That is where we will get magnificent return on our national dollars spent.

I would not be here if I were not delighted with the President's nomination and if I were not convinced that he will do an excellent job.

I thank you. I would ask that the remainder of my statement be made a part of the record.

With your permission, I would like you to give our two Congressmen a few moments, but I have noted that Senator Schmitt has arrived. I certainly do not have to ask that you grant him permission.

You were recognized before you arrived that you would be here with me. Would you like to say something, Senator Schmitt?

Senator **Hawkins**. Senator Schmitt, we are happy you joined us.

I would like to say at this time how much we have enjoyed Senator Schmitt's association. He has had the appropriation responsibility for the Labor and Human Resources Committee, and we work very closely with him.

We are glad you are here today with us, Senator Schmitt.

STATEMENT OF HON. HARRISON H. SCHMITT, A U.S. SENATOR FROM THE STATE OF NEW MEXICO

Senator **Schmitt**. Thank you, Senator and members of the committee.

I see my good friend, Jennings Randolph, here, and it's a pleasure to be with you as well.

My unique pleasure is to introduce to you and recommend for your favorable consideration Manuel Justiz, a man who has already demonstrated, along with his delightful wife, Robin, accomplishments that should do anyone. Clearly, he is dedicated to his adopted country. He is dedicated to continuing the advancement of the most essential aspect of any nation, and that is the education of its young people.

If we look at any major national problem and any minor national problem that we may have, we can find its roots in the inadequacies of our education system. Whether we recognize those inadequacies at the time or not is not so as important as we recognize that it is only through education that these long-term problems will find their solutions, either in the single mind that results from that education system that has the clarity of insight in order to lead this great country or in the general understanding of the population, particularly the voting population, of what must be done in order to elect leaders that can solve our various problems.

Mr. Justiz, or Dr. Justiz I should say, and I began our association in a fairly unusual way. A friend of mine, a friend of both of us in New Mexico, was concerned that there was a tremendous resource, an educated resource, that was going untapped. That resource was those men and women who had been trained extensively in languages by our Federal Government, whether through a variety of military programs or educational programs, such as the Fulbright program in which I participated, or as part of our national intelligence community. We do have a tremendous, already trained resource of these people.

During the Iranian hostage crisis this gentleman suggested to me that we ought to organize a national language or linguist reserve of people who had already been trained by the Government and who voluntarily would join the reserve in order to participate in national crises where linguists were important or to participate generally where the national need was clearly defined and they had volunteered to do so.

This seemed like an excellent idea, and I have been personally pursuing it in various ways. The major accomplishment so far has been to convince the Central Intelligence Agency that they should begin to bring back into the fold, through a reserve-like organization, those people in languages that they have trained. As we well know, during the Iranian hostage crisis we found we had very few people who could listen to Farsi and translate it in real time, as we say in the space program, and make good use of that translation.

Mr. Joe Bidal, who was the man in Albuquerque that had the original idea, and Manuel got together and started to think in terms of how could the University of New Mexico take this idea and grow it and harvest from it an opportunity. That opportunity was to think in terms of the unique place that New Mexico plays in the cultural history of this great country—that is, very strong ties with Latin America—and develop there a school of international diplomacy, not diplomacy in the sense so much of the State Department but the diplomacy that any individual conducts when they visit a foreign land, particularly the diplomacy directed toward our neighbors and friends we must have south of the border.

Manuel has taken this idea and organized it and put it together into a set of proposals that are presently being considered by a number of Government agencies to see that we have not only the linguists, but also the cultural experts that are necessary in order to work with these very, very important and essential neighbors and friends that we have in Latin America.

Madam Chairman, that is just one example of the initiative and imagination that this man has. I think that we are going to see many more examples as he takes over the reins of the national institute for education.

I recommend him highly and am looking forward to seeing his progress in the future.

Senator HAWKINS. Thank you so much, Senator Schmitt, for joining us today.

Dr. Justiz, you are a very lucky young man to have such overwhelming support by our esteemed colleagues.

At this moment, because the Senate and the House are operating on very tight tracks, we would like to ask the Congressmen's indulgence for just one moment and excuse Senator Schmitt.

Thank you for being here today.

We call Dr. Douglas Fenderson to come forward and join the panel, please.

Dr. Fenderson has been nominated for the position of Director of the National Institute of Handicapped Research. My esteemed colleague, Senator Jennings Randolph, has to leave also to attend another meeting. Therefore, at this moment I am going to allow Senator Randolph a supporting statement for you, Dr. Fenderson. Then we will go to Senator Durenberger.

Senator RANDOLPH. Thank you very much, Madam Chairman.

I see Senator Thurmond is here.

Senator HAWKINS. Senator Thurmond.

Senator **RANDOLPH**. I do not know whether he has been here earlier and came back.

Senator **HAWKINS**. He came earlier and left.

Senator **RANDOLPH**. I would like to accommodate him certainly, as chairman of the Judiciary Committee. It will only take me a moment, if it is agreeable with you.

Senator **HAWKINS**. Fine.

Senator Thurmond, I believe you have a statement in support of Mrs. Borcherdt. Is that correct?

STATEMENT OF HON. STROM THURMOND, A U.S. SENATOR FROM THE STATE OF SOUTH CAROLINA

Senator **THURMOND**. Thank you very much, Madam Chairman.

Senator **HAWKINS**. The President pro tem is the busiest of us all. Right?

Senator **THURMOND**. Senator Randolph and members of the committee, it is a pleasure for me to appear before the Senate Labor and Human Resources Committee today to introduce Wendy Borcherdt, President Reagan's choice to be Deputy Under Secretary of Education for Intergovernmental and Interagency Affairs.

I am plased to join my distinguished colleague from California, Senator Hayakawa, in recommending Mrs. Borcherdt for this particular post.

Though Mrs. Borcherdt maintains an impressive list of accomplishments in the private sector, her record of service in Government is equally significant.

Since coming to Washington in 1981, Mrs. Borcherdt has served in key posts in the Reagan administration. As Associate Director of Presidential Personnel, Mrs. Borcherdt was responsible for the recruitment of women for positions in the administartion and for the selection of U.S. ambassadorial candidates.

This position required extensive contact with senior White House staff, the National Security Adviser, senior State Department staff, and top Presidential personnel staff.

In addition to these duties, Mrs. Borcherdt also was responsible for the selection of candidates for senior-level positions at the Department of Housing and Urban Development and the Labor Department.

Mrs. Borcherdt later became Special Assistant to the President for Public Liaison. In this capacity, she played an important role in representing the White House on major issues involving women's issues, volunterism, the arts, and the humanities. As Special Assistant, Mrs. Borcherdt kept in close contact with over 800 national organizations in order to develop and understand public opinion about matters involving each of those particular fields of interest.

Likewise, in an effort to maintain positive relationships with these organizations, she disseminated information which supportively addressed the concerns of women's issues, voluntarism, the arts, and the humanities.

Madam Chairman and Senator Randolph, as a capable administrator and an effective communicator, Mrs. Borcherdt has proven, both in the private and public sectors, that she is highly qualified for the position of Deputy Under Secretary of Education for Intergovernmental and Interagency Affairs.

I am confident that her exceptional ability to work well with people will allow her to carry out the duties of this office successfully, and that her experience and knowledge will serve as a valuable asset to the Department of Education, the administration, and the Nation as well.

For these reasons, Madam Chairman, I believe that the members of this committee will agree that Mrs. Wendy Borcherdt is well qualified to assume the duties of this office.

I thank you and the committee for the opportunity to speak in her behalf, and I am especially pleased to be able to introduce her to this committee today. I believe Senator Hayakawa has already made a statement in her behalf.

Did you wish to ask her questions or have you done so?

Senator HAWKINS. No; we are going to postpone those questions.

Senator THURMOND. You are going to postpone those until later?

Senator HAWKINS. Until all the busy individuals leave.

Senator THURMOND. It is very kind of you to hear me at this time.

Also, if you would allow me another minute, I have a gentleman from South Carolina here, if I could just say a word about him while I am here.

Senator HAWKINS. Sure.

Senator THURMOND. This is in behalf of Dr. J. Floyd Hall, for the National Council on Educational Research.

Dr. Hall was born in Alabama. He is presently superintendent of schools in Greenville, S.C.

Dr. Hall began as a biology and chemistry teacher in Lanett, Alabama City High School in 1948. He later served as assistant superintendent, principal, and science teacher for Fairfax, Ala. schools. He was superintendent of Raema Air Force Base schools in Puerto Rico.

He was chosen as a consultant by the Department of Defense and acted in that capacity. He has served as a visiting lecturer at the University of Illinois. He has served as assistant superintendent of Evanston Township High School in Evanston, Ill. He served as superintendent of Oak Park and River Forest High School in Oak Park, Ill.

As I stated, he is now superintendent of the school district of Greenville County, S.C.

I will not take more time to go into detail, but I ask unanimous consent that a résumé about him be placed in the record at this point, if that is agreeable.

[The résumé appears along with Mr. Hall's statement on p. 225.]

Senator HAWKINS. Thank you.

Senator THURMOND. I simply want to say that he is one of the enterprising, energetic, outstanding superintendents in the whole Nation today. I think our Government is very fortunate to have him to serve on this National Council on Educational Research.

These are two of the finest people I could imagine to serve in Government. I am delighted to be here and recommend Mrs. Borcherdt and also to recommend Dr. Hall.

Thank you very much for your kindest.

Senator Randolph, thank you, too.

Senator **Hawkins**. Thank you so much for joining us today. Senator Randolph?

STATEMENT OF HON. JENNINGS RANDOLPH, A U.S. SENATOR FROM THE STATE OF WEST VIRGINIA

Senator **Randolph**. Thank you very much, Paula.

Before Senator Thurmond leaves I want you to know that he had a very important day occur this past week. He now joins three other Members of the Congress who are 80 years or older. [Applause.]

Senator **Thurmond**. Thank you very much.

Senator **Randolph**. So that the record will be complete: Representative Pepper, Senator Stennis, and I are very happy to have Strom come along. [Laughter.]

Since Presidential nominees must be approved by the Senate, I am rather uncomfortable when our schedules do not permit us to give necessary time in not only listening to their testimony but also in questioning them on matters that will come before them. This morning I have somewhat of a difficult time schedule. I have promised a member of this committee, well known to you, Senator Stafford, that I would be there at the Environment and Public Works Committee executive session because of matters that are of great concern to us. I will have questions that I will submit for the record to certain of the nominees that we are considering this morning.

I would like at the outset of perhaps 2 or 3 minutes to indicate that Dr. Justiz—is it J-u-s-t-i-z?

Dr. **Justiz**. Yes, Senator.

Senator **Randolph**. And pronounced justice? Is that right?

Dr. **Justiz**. Yes, sir. [Laughter.]

Senator **Randolph**. There is nothing multilingual about that, is there? [Laughter.]

Dr. **Justiz**. It sounds good to me, Senator.

Senator **Randolph**. I was just thinking as I sat here. You know the experiences that some of us have had during the years. I remember speaking to the first of the Peace Corps group that went to Katmandu and that night talking with them down at George Washington University. A tall, gangling lad from Iowa asked me, "Why am I going to Katmandu?" I said to him, "Because you care and share." I had some fine correspondence with him through the years.

This brings me to the point. My nephew, Randolph Carr, who is not with us now because of a virus that he contracted long ago during duties that called him to India—I was just thinking what really, in a sense, a wholesome life he was able to live because he could understand people from other countries because he was a distinguished linguist. He knew 33 languages, many of them the different languages of India, and there are so many there. The richness of his life, how wonderful it was to hear him talk about the experiences.

He knew more, Doctor, because he knew the language of the people with whom he was working. This is highly important, but it is not a field in which I have any expertise. He was involved in decoding the Japanese messages later at a place in Georgetown University which in those days was kept secret.

The world in which he was able to work because he understood and could read, write, and speak the languages was rich.

When someone comes before our committee, Paula, such as Dr. Justiz, it gives me the opportunity to say that there are many crosscurrents at work today in reference to all of these matters. In your State of Florida, at least in part of the State, there is a belief that the bilingual programs must stop, and it has been so voted.

Whether the testimony was right or wrong I can't say, but those who knew Spanish or did not want to learn English, that was the charge made, and those that knew English were really told that they must learn Spanish.

I am not trying to equate the discussion, but say only that your State has had to move into this sort of a situation. I pass no judgment on it.

To keep in balance all of these matters in the rough-and-tumble world in which we live is very important. To have individuals, doctors such as you, who will be well reasoned in their judgments and understanding of all these problems, we are well served by people such as you, who are part of the Government.

I must be pardoned for what I have said because it is taking time. Chairman Stafford will grab me and twist my neck, not my arm in a few minutes.

I cannot be here for the hearing. I have an interest, of course, in the handicapped, as you know. Dr. Douglas Fenderson and I talked about some of these matters last week.

Sometimes we expedite the nomination process. Yours is a nomination that I hope can be expedited for a very particular reason. You would wish and I would wish, and many others perhaps, that you attend the National Council on the Handicapped. That meeting is next week.

Where is that to be held?

Dr. **Fenderson**. In Virginia.

Senator **Randolph**. In Virginia. I would like to see you there in your capacity as Director of the National Institute on Handicapped Research. I think that would be helpful to you and certainly helpful to all of us.

Paula, I do remember that we came to grips with a problem that had to do with the handicapped. From time to time within this committee and the other committees we felt the need for a subcommittee to come into being. In 1972, within this committee, we brought into being the Subcommittee on the Handicapped, in hopes that we could help meet the needs and to understand the problems of the handicapped.

Now in a tardy conclusion, I want to say that I particularly support the nominees today in some categories, such as Dr. Elmendorf, to be the Assistant Secretary for Post-Secondary Education.

I will have a more complete statement, Madam Chairman, for the record.

I thank you for having permitted me to speak out of turn. I try to be two places at one time, which is even impossible for me.

Thank you.

Senator Hawkins. Thank you.

For those present, you will see why I tell my daughter that there is a good "J.R." [Laughter.]

[The prepared statement of Senator Randolph follows:]

PREPARED STATEMENT OF SENATOR RANDOLPH

Mr. Chairman, we are pleased to welcome several nominees for several important posts within the Department of Education, and for the National Commission on Libraries & Information Science, and the National Council on Educational Research.

It seems as though we have been constantly asked to consider nominees for various and sundry positions within the Executive Branch for the past two years. This committee has had its fair share.

Now, in the waning hours of the 97th Congress, we are not only being asked to consider more nominees, but we are being asked to take rather hurried action on some of them, when in fact it would be more prudent to wait until next year, when a more deliberative approach could be taken in regard to their confirmation.

I would like to say immediately that I welcome in particular Dr. Edward Elmendorf, the nominee to be assistant Secretary for Postsecondary Education. I, and my staff, have had the pleasure of working with Dr. Elmendorf in connection with programs designed to serve young people who are economically as well as culturally disadvantaged, and he has demonstrated concern and exemplary knowledge of those needs. I believe he will provide a balance approach to higher education as Assistant Secretary, and I favor his confirmation to that position.

Dr. Manuel Justiz, to be director of the National Institute of Education, will please me easily if he fully intends to honor exising contracts between NIE and the seventeen (17) laboratories and centers for educational research located throughout the country. Under previous directors, and acting directors, we have been constantly required to justify and support the continued funding for Labs and Centers. I would like that controversy to end with Dr. Justiz.

For Dr. Justiz' information, my State (West Virginia) has one of the Labs in question, the Appalachian Educational Laboratory, which does exemplary work—and it is the only Lab with a totally rural focus on the educational needs of children located in rural settings, often isolated from the mainstream of public education. I have no objection to his confirmation, but will be keeping a wary eye on the Institute under his direction.

I have concerns over the nomination of the one of the members of the National Council on Education Research, Dr. Howard Hurwitz. Dr. Hurwitz, it appears, wrongfully suspended a student from a school in New York while he was principal of that school. Allegedly, he represented the suspension as having the approval of the Superintendent of Schools, which was patently untrue. As a result, Dr. Hurwitz himself was suspended by his superiors for insubordination and fined $3,500 by the School Board for his actions. After his suspension, I am told, Dr. Hurwitz barricaded himself in the school office, orchestrated a media campaign against his superiors, and as a result succeded in polarizing the entire community along racial lines. I would be hard-pressed to consider a Presidential nominee with that kind of record, and to deliberately place him in a position where he is expected to serve the Nation's school children regardless of national origin, race, creed, color, sex, age or physical handicap.

Another nominee, Mrs. Wendy Borcherdt, to be Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education, is apparently very controversial. The reasons for the wide-spread opposition to her confirmation has been forcefully brought to my attention, and to the attention of all Committee members, by reputable individuals and groups who express concern over here cavalier attitude towards handicapped children in our public schools, and women's groups are particularly concerned over her less than sympathetic attitude towards educational equity for women and girls.

I very much regret that I must oppose the favorable consideration of the nomination of Mrs. Borcherdt at this time. Additional time should be given to this Committee if we are to conduct proper hearings. It is my hope, Madam Chairman, that we can put this nomination over until next year, when a more informed decision can be made.

Mr. Chairman, as you know it is painful for me to reject any nominee sent to this Committee for confirmation approval. I believe strongly that a President has the right to have people serving him who share his goals and general philosophic outlook. However, it does appear that there have been not a few of the President's nominees before this Committee that have been seriously lacking in qualifying skills for the jobs they seek, and many who were very candid about their willingness to abolish the very agency or department they were about to begin serving.

Over the past two years, we have heard nominees who were willing to preside over the immediate demise of domestic programs they are, when sworn, expected to support and enhance.

Mr. Chairman, I submit that just because a federally-funded domestic program—education or otherwise—existed prior to the arrival of this Administration, does not automatically make them worthless, nor should it subject them to termination from within when the Congress, in it authority if not its wisdom, chooses to continue funding authority for those programs. That is why there is often a great public outcry over some of the nominees sent to us by the President—because it is no secret that they are in town only long enough to abolish their own jobs—along with the services to our needy citizens.

Our pre-existing domestic spending programs may not be perfect, but we cannot allow them to die just because they are flawed. No more than we would refuse to apply a tourniquet for a severed arm just because the man or woman who would survive would be less than perfect.

In human and humane terms, for people as well as programs, we must take a positive approach, and rehabilitate when we can, improve when we can, without being totally judgmental and without ignoring their pain. If a Presidential nominee cannot promise that, and if their comments, attitudes, and backgrounds suggest they cannot fulfill the promise even it they make it, then we must simply reject them and find someone else qualified to do the job.

Senator HAWKINS. Senator Durenberger was here earlier. He had a committee to chair himself. He has left. I am to read his statement in support of Dr. Fenderson.

However, at this time I would like to defer to the two Congressmen who have some more kind words to say to you, Dr. Justiz.

Congressman Lujan.

STATEMENT OF HON. MANUEL LUJAN, JR., A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW MEXICO

Mr. LUJAN. Thank you, Madam Chairman.

I will not take very long.

Senators Schmitt and Domenici, and of course Senator Randolph, talked about Dr. Justiz' professional qualifications. I would just like to visit with you a little bit about him as a person.

I have known Manuel and Robin for a number of years. They are the kind of people with whom one likes to associate, that a person is proud to be with.

He has the qualities, he has the credentials, and the professionalism, I believe, to make an excellent Director for NIE. This Government needs men such as Manuel. I certainly recommend him to you for your approval.

Thank you.

Senator HAWKINS. Thank you.

STATEMENT OF HON. JOSEPH SKEEN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW MEXICO

Mr. SKEEN. Madam Chairman, I appreciate very much your courtesy to Members of the other body. I, too, will take only a very short time. I just want to prove to you that not all of the most distinguished citizens of the State of New Mexico are named Manuel. [Laughter.]

I am here, too, to recommend to you and to present to you a distinguished citizen of the State of New Mexico, Dr. Manuel Justiz, whose greatest recommendation is his wife, Robin. [Laughter.]

She is here today also. Inasmuch as she helped me in a gubernatorial race in 1974, I particularly appreciate her.

He comes with high qualifications, and he certainly has our endorsement and support. We recommend his confirmation.

Thank you very much for this time.

Senator **Hawkins**. Thank you so much for taking the time to come and join us today. You may be excused at this time.

Senator Durenberger's statement, which I shall read for him, will be next. He regrets that he did have to leave.

Senator Boschwitz was going to join us, also, but we are all in 12 places today. Believe it or not, I am managing the other side of a filibuster, so you can tell how well that is going. [Laughter.]

I have my spies in place.

This is Senator Durenberger's statement:

STATEMENT OF HON. DAVID F. DURENBERGER, A U.S. SENATOR FROM THE STATE OF MINNESOTA, AS READ BY SENATOR PAULA HAWKINS

Senator **Hawkins** [reading]:

> I am pleased this morning to be able to introduce to you Dr. Douglas Fenderson, the presidential nominee for Director of the National Institute of Handicapped Research. Minnesotans, I have discovered, make excellent leaders, and Dr. Fenderson is eminently qualified to continue that fine tradition. He has exhibited not only the capacity to deal with the very important issues of handicapped research, but also the compassion and sensitivity this position demands.
>
> Furthermore, as a former Director of Special Programs at the National Institute of Health, Dr. Fenderson has the governmental experience that will enable him to hit the ground running.
>
> Dr. Fenderson has solid professional credentials. He received both his undergraduate and doctoral degrees from the University of Minnesota. He has had extensive experience in the areas of rehabilitation and education. In fact, he neatly combined these interests at one point as the Director of Education for the American Rehabilitation Foundation.
>
> Dr. Fenderson presently serves as Director of the Office of Continuing Education at the University of Minnesota. He is also a scientist at the Center for Health Services Research in the School of Public Health. Since 1973, he has been Executive Secretary for the Busch Clinical Fellows Program.
>
> Dr. Fenderson is a man of many talents, interests, and abilities, and in my view he is exactly the kind of person we need more of in the Federal Government.
>
> I am delighted with the President's selection, and I am delighted to be able to support Dr. Fenderson's nomination.

That was Senator Durenberger's statement.

Is Senator Boschwitz in the room?

[No response.]

Senator **Hawkins**. I do not see him at this moment.

It is my pleasure, as a member of this committee and chairing it today, to support the nomination of Wendy Borcherdt as Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education. The role that Mrs. Borcherdt will have at the Department of Education is of paramount importance, and I know that she is eminently qualified to serve this administration in this managerial role. I knew it before she was so ably endorsed this morning by my colleagues.

Additionally, as the only woman serving on this distinguished committee, it is an honor to recognize another woman who, when confirmed, will serve as the highest ranking woman at the Department of Education.

Education continues to be one of the highest priorities, as expressed by the general public and, in particular, women. I am pleased that there will be a qualified and intelligent woman at the helm of the Intergoverment and Interagency Affairs Office at the Department.

I support Wendy Borcherdt for this position, and I urge her confirmation. She has always been most receptive to my inquiries, and there were many when she was at the White House. I look forward to working with her on educational issues.

I have several questions that I will ask, and the others will be submitted for the record. We also have that option for all members who are not present today, but who are working.

What are the goals for the Office of Intergovernmental and Interagency Affairs under your direction, Wendy?

STATEMENT OF WENDY H. BORCHERDT, NOMINATED TO BE DEPUTY UNDER SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS, DEPARTMENT OF EDUCATION

Mrs. BORCHERDT. Basically the goals are the same as they have been, although I am going to refocus some of the direction of that aspect of the Department.

The primary objective of that area is public outreach to various constituencies within the public. Those constituencies are those people dealing in the education arena directly as professionals, as teachers, as administrators, those people dealing as students and as parents. In addition, the primary responsibility is to reach intergovernmental bodies, all government bodies not dealing with the Federal Government itself: State governments, mayors, Governors, State boards of education, State legislatures.

I intend in my role at the Department to increase this effort because to impact with the President's desire for his federalism program with block grants, we must gain the cooperation, the support, the input from these local and State governing bodies.

Senator HAWKINS. What do you feel will be your contribution to the Department of Education?

Mrs. BORCHERDT. Itself? I will help to collect public opinion from those constituencies that I just mentioned to help influence the development of policy, regulations, and statutes in the education field. Again here, I think this outreach is a critically important area, so that when a policy or a regulation is developed it is based on sound public input beforehand.

Senator HAWKINS. I understand that you just returned from a 2-week visit to Paris.

Mrs. BORCHERDT. Yes.

Senator HAWKINS. I envy that visit. I question the time of year, however. May I ask what you were doing there?

Mrs. BORCHERDT. Yes. Unfortunately, I did not have a chance really to visit Paris. I visited the building of UNESCO for 2 weeks. I represented the United States, at the request of the President, as the delegate in charge of our position on education in the international field.

This was an extraordinary conference for UNESCO. In my role at the Department I do have international education as one of my responsibilities. UNESCO was developing a plan for the next 6 years of effort. Frankly, the United States was not pleased with the position that they were taking regarding education.

Education was receiving a much lower priority than it originally had. Therefore, I went over and participated in the conference for 2 weeks, advocating that an increased priority be stressed for international education, and specifically in two areas: In literacy, international literacy, and particularly for girls and women because in other countries they are in many cases totally excluded from the educational process; and the program for the disabled that UNESCO provides. That had been reduced from a program to a subprogram, and there was basically going to be no action regarding any education for the disabled, even though the United Nation had had their international year priority.

We stressed this, I spoke to it, and we had the guarantee from the Director General that both the disabled effort would now become a separate program and the assurance in all countries that girls and women would have access to the literacy education.

Senator HAWKINS. As I looked over your background, your primary experience has been in the management field. How will this background aid you in carrying out the responsibilities of this new position?

Mrs. BORCHERDT. This position requires managerial talents. First of all, you are supervising a number of people who will be doing outreach. In addition, the management of trying to get policy reviews through intergovernmental bodies and units throughout the United States takes management talent as well.

I have as a professional been a consultant in the management field to nonprofit organizations and community organizations. Therefore, I feel that this will be an asset to my performance.

Senator HAWKINS. Could you describe any reorganization plans that you may have relative to the emphasis that you indicate you are going to place on intergovernmental affairs and public participation?

Mrs. BORCHERDT. Yes. As you may be aware, the Department of Education itself is reorganizing in order to accommodate our reduced resources. We intend in my part of the Department to emphasize public participation, and, by that, stressing the strong role of the intergovernmental units. Frankly, in the past several years since the Department has been formed the intergovernmental bodies have not been communicated with, solicited, given an opportunity for input as much as possible. Ideally, we are going to give more stress to that part of our effort. We must with the new federalism program.

Senator HAWKINS. There has been some conversation expressed by my colleagues and there has been some concern that you were moving the Office of Handicapped Concerns to the Office of Special Education and Rehabilitation Services but keeping its functions and constituency intact. Could you explain why you are making this change?

Mrs. BORCHERDT. Yes. This is a very beneficial change in that it became evident—and this occurred before I arrived in my present position, but it is a decision with which I concur and one, also, that is endorsed by the Acting Assistant Secretary for OSERS, George

Kahn—it became clear with the introduction of the handicapped regulations that there was not as much coordination as possible between the outreach of the handicapped concerns as it was in my area of the Department and the external outreach that occurs in the Assistant Secretary's office. Therefore, this function is being transferred there in order to elevate its function.

On a day-to-day basis it will be in contact with the programs that are serving the handicapped and the disabled. It also will be there to monitor and input, because policy is developed in the Assistant Secretary's office and the Secretary's office, not in my office, in that field.

Senator **Hawkins**. While I understand that Advisory Council members, because of the policy nature of their function, serve at the pleasure of the President, there was considerable press criticism emanating from feminist organizations and sympathetic media about the dismissal of the previous National Advisory Council on Women's educationals programs by the President and the replacement of the Executive Director by the newly appointed council.

Would you tell us what your role was while at the White House in these changes?

Mrs. **Borcherdt**. My role was really a very minimal one. I was in Presidential personnel prior to becoming Special Assistant to the President. For 9 months obviously I made a great deal of contact with many people, men and women, who were seeking a position in the Reagan administration. Like the Marine Corps, once a Marine, always a Marine. In Presidential personnel, once in Presidential personnel, always in Presidential personnel.

In that sense, I felt an obligation to further the desires of these people with whom I had come in contact. Consequently, I did indicate a desire with Presidential personnel that when they came across a candidate for whom I had advocated when I was there that I would appreciate knowing of their consideration for some position. That was the limit.

There were some women appointed to that advisory council whom I had recommended when I was in Presidential personnel. I had no authority to appoint any of those people, however, at the time they were appointed. That was done by Presidential personnel.

The Executive Director was changed by that new council. Here again, I had no involvement in that. Those recommendations came from Presidential personnel to the new council.

Basically, Senator, what happened there was not an unusual event. I can only speak from experience of the 17 advisory councils that are at the Department of Education. Of the 17, 7 are Presidential-appointed councils. Each one of those councils has an executive director. As the new councils have been appointed, five of the executive directors have been replaced with people who are probably more in tune with this administration's thinking and whom the councils wish to select. This has been going on through all the executive agencies, so what occurred was not an unusual experience.

[The prepared statement, sketch, and additional material supplied by Mrs. Borcherdt follow:]

STATEMENT OF
WENDY H. BORCHERDT

It is my pleasure to appear before you today, Mr. Chairman, and members of the Labor and Human Resources Committee. I also feel privileged to have been introduced to this Committee by Senator Thurmond, whom I admire greatly, and Senator Hayakawa, our Senator from California who has served my home state so ably. I thank both of these gentlemen for the honor of presenting me to you.

It is a distinct privilege for me to be President Reagan's nominee for Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education. The theme which was chosen for American Education Week this past November was "A Strong Nation Needs Strong Schools". I echo that sentiment, but would add, "We also need strong leaders". I stand before you today as one who would be a strong leader for this Administration in the area of education. I share the President's concern that "few matters are as critical to the future of our country than the continued success of our educational system".

I believe that as Deputy Under Secretary for Intergovernmental and Interagency Affairs I will be able to assist in the continued success of our educational system for I see the primary function of my office as one of outreach to the State Governors, Legislatures, Mayors, EDUCATIONAL GOVERNANCE UNITS AND ALSO THE VARIOUS EDUCATION ASSOCIATIONS AND GROUPS. IT IS ESSENTIAL THAT THE ADMINISTRATION'S AND THE DEPARTMENT'S POLICIES, PROCEDURES, AND MATERIALS BE DISSEMINATED TO THE PUBLIC. AT THIS POINT IN TIME, WHEN CONSIDERATION IS BEING GIVEN TO THE DISMANTLING OF THE DEPARTMENT, IT IS EVEN MORE IMPORTANT THAT THIS RESPONSIBILITY BE EFFECTIVELY CARRIED OUT.

OUR EDUCATIONAL SYSTEM IS IN A PERIOD OF TRANSITION. IT IS A TIME OF REEVALUATION AND A TIME OF RECOGNITION OF THE IMPORTANCE OF RETURNING CONTROL OF EDUCATION TO ITS RIGHTFUL PLACE -- THE STATES AND LOCAL COMMUNITIES. I BELIEVE THE RESPONSIBILITY OF MY OFFICE IS EVEN MORE IMPORTANT NOW THAN IN THE PAST AS IT WILL BE THE FOCAL POINT FOR THIS DEPARTMENT'S EFFORTS TO INSURE THAT ITS INITIATIVES ARE EFFECTIVELY CARRIED OUT WITH THE COOPERATION, UNDERSTANDING, AND SUPPORT OF THE EDUCATIONAL GOVERNANCE UNITS AND THE GENERAL PUBLIC.

IN THE MEANTIME, AND UNTIL CONGRESS APPROVES THESE NEW INITIATIVES, IT IS EQUALLY AS IMPORTANT THAT MY ROLE IN THE DEPARTMENT AS THE LIAISON WITH THE STATE AND LOCAL GOVERNMENTS CONTINUE TO FUNCTION AND PROVIDE THE INFORMATION AND DIRECTION THAT HAS BEEN MANDATED. I KNOW THAT I HAVE THE BACKGROUND TO BE PROVIDE THE LEADERSHIP FOR THIS TASK.

IN THE PRIVATE SECTOR, I HAVE BEEN INVOLVED IN OUTREACH TO THE PUBLIC BOTH IN MANAGING MY OWN FIRM AND PROVIDING LEADERSHIP TO LOCAL AND NATIONAL VOLUNTEER ORGANIZATIONS. I

HAVE EXPERIENCE IN HEALTH, EDUCATION AND CULTURAL FIELDS WHICH ALL TRANSLATE TO THE SKILLS NECESSARY FOR THE OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS. MY EXPERIENCE AND MANAGEMENT EXPERTISE IS SERVING ME WELL AS I STRIVE TO IMPROVE THE EFFECTIVENESS AND EFFICIENCY OF THIS OFFICE.

DURING MY TENURE AT THE WHITE HOUSE, I WORKED WITH OVER 800 NATIONAL ORGANIZATIONS TO DEVELOP PUBLIC OPINION AND SUPPORT THE PRESIDENT'S PROGRAMS. I WORKED WITH ORGANIZATIONS THAT HERETOFORE NEVER HAD ACCESS TO THE WHITE HOUSE AND FOR THE FIRST TIME MANY OF THEM WERE INVITED TO PARTICIPATE IN BRIEFINGS AND MANY FOR THE FIRST TIME FELT THEY HAD AN ADVOCATE IN THE WHITE HOUSE SENSITIVE TO THEIR CONCERNS. WE MUST NEVER FORGET THAT WE ARE ALL HERE TO SERVE THE PEOPLE OF THIS NATION, AND IN ORDER TO PROVIDE THAT SERVICE THE ADMINISTRATION MUST HAVE LEADERS WHO WILL SEEK THE OPINIONS OF THE CITIZENRY AND PROVIDE THE INFORMATION THEY NEED TO UNDERSTAND THE PRIORITIES AND GOALS OF THE ADMINISTRATION.

THIS NATION WAS FOUNDED ON THE PREMISES THAT WE ARE A GOVERNMENT OF THE PEOPLE AND FOR THE PEOPLE. IT IS MY INTENTION AS THE DEPUTY UNDER SECRETARY AT THE DEPARTMENT OF EDUCATION TO PROVIDE LEADERSHIP FOR THE ADMINISTRATION'S POLICIES AND TO COMMUNICATE THOSE ISSUES TO THE PUBLIC. I LOOK FORWARD TO SERVING THE PRESIDENT IN THIS ROLE, TO ASSISTING SECRETARY BELL IN CARRYING OUT THE GOALS OF

PRESIDENT REAGAN, TO WORKING WITH THE STATE AND LOCAL GOVERNANCE UNITS AS WELL AS WITH PROFESSIONAL AND VOLUNTARY EDUCATIONAL ORGANIZATIONS TO FURTHER THE GOAL OF EXCELLENCE IN EDUCATION. WE MUST PROVIDE THE EDUCATIONAL GOVERNANCE UNITS WITH THE INFORMATION NECESSARY FOR THE IMPLEMENTATION OF POLICIES TO PROVIDE THE QUALITY EDUCATION THAT IS NECESSARY FOR THE YOUTH AND ADULTS OF THIS COUNTRY.

IN CLOSING, I WOULD LIKE TO REMARK THAT I HAVE JUST COMPLETED AN EXHILARATING AND EXHAUSTING TWO WEEKS AS A DELEGATE TO THE UNESCO CONFERENCE IN PARIS. IT WAS EXTREMELY ENLIGHTENING AS THE UNITED STATES' DELEGATE TO THE COMMISSION ON INTERNATIONAL EDUCATION TO HEAR THE VIEWS ESPOUSED BY MEMBER NATIONS -- ESPECIALLY THE VIEW OF THE THIRD WORLD AND THE SOVIET BLOC. I KNOW THAT THE UNITED STATES HAS THE GREATEST EDUCATIONAL OPPORTUNITIES FOR ITS CITIZENS OF ANY NATION IN THE WORLD. IT IS OUR OBLIGATION TO THE CITIZENS OF THIS COUNTRY TO INSURE THE SUCCESS OF THAT SYSTEM. WE MUST INSURE EXCELLENCE IN OUR SCHOOLS AND EQUALITY FOR ALL OF OUR PEOPLE -- YOUNG, OLD, DISABLED, AND GIFTED. I STAND BEFORE YOU TODAY KNOWING THAT I CAN CONTRIBUTE IN A POSITIVE WAY TO THOSE OBJECTIVES.

THANK YOU FOR THIS OPPORTUNITY, AND I WELCOME QUESTIONS ON MY ROLE IN THIS ADMINISTRATION.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: BORCHERDT (LAST) WENDY (FIRST) HAWLEY (OTHER)

Position to which nominated: Deputy Under Secretary for Intergovernmental & Interagency Affairs Date of nomination:

Date of birth: 12 April 1936 (DAY) (MONTH) (YEAR) Place of birth: Oakland, California

Marital status: Married Full name of spouse: Edward Rahr Borcherdt

Name and ages of children:

Kimberley Borcherdt	Age 23	
Edward Rahr Borcherdt	Age 21	

Education:

Institution	Dates attended	Degrees received	Dates of degrees
Stanford University	1954-1958	B.A.	1958

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Gold Star Scholarship - Stanford University

Outstanding Young Woman of America

Commendation by County of Los Angeles (CA) Board of Supervisors

(for instituting public tours at the Music Center)

Listed in:

Who's Who in the West

Who's Who in American Women

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant. (See attached for continuation)

Organization	Office held (If any)	Dates
Board of Overseers, Hoover Institution on War, Revolution & Peace	Finance Committee	1975-1981
Citizens for Law Enforcement	Vice Chairman	1972-1978
Pacific Legal Foundation	Director	1979-1981
Mayor Bradley's Economic Council	Member	1975-1977
Town Hall of California	Director	1978-1981
Independent Colleges of Southern California	Vice Chairman	1974-1981

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

1981-1982 Special Assistant to the President for Public Liaison - The White House, Washington, D. C. - Responsibilities include women's issues and programs, volunteerism, arts and humanities. Work with 800 national organizations to develop public opinion and support for the President's Programs. Hold briefings at White House, give speeches to conventions, make media appearances on television and radio talk shows. Disseminate supportive data on Reagan Administration, policies and programs.

1981-1982 Associate Director of Presidential Personnel - The White House, Washington, D. C. - Responsibilities include recruitment and selection of women in the Executive Branch and recruitment of United States Ambassadorial candidates. Worked with the National Security Advisor, Deputy Secretary of State, Deputy Chief of Staff and the Under Secretary of State for Management in the ambassadorial selection process.

(Continued on Separate Page)

MEMBERSHIPS (Page 2 - Continued)

Organization	Office Held	Dates
The Association of Junior Leagues, New York	Director - Western United States, Canada and Mexico	1973-1975
Los Angeles Philharmonic Committee	Vice Chairman	1976-1977
Alcohol Information Center of Los Angeles	Vice Chairman	1978-1980
National Council of Alcoholism	Director	1979-1980

Employment Record (Page 2 - Continued)

1979-1981 - Regional Finance Director, Reagan for President Committee in Los Angeles, California - Established and maintained a financial organization with regional finance chairmen of over 500 Republican and Democrat organizations and citizen committees throughout the Western United States organizing events, teaching fund raising techniques.

1975-1981 - Founder, President and Owner, Training for Effective Management, Los Angeles, California - This company was a consulting firm dealing in the non-profit sector with health, education and cultural organizations. Specialized in instruction and implementation of management by objectives concept. Consulting responsibilities included development of goals and objectives, Board of Directors reorganization, staff job descriptions, budget management, three year financial planning cycle, recruitment of personnel (both staff and volunteers), accountability system. Clients included the American Red Cross, San Francisco Opera, Los Angeles Philharmonic.

Government experience: List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

California Arts Commission (consultant)

Published writings: List the titles, publishers and dates of books, articles, reports or other published materials you have written.

Contributed information for articles to Glamour Magazine, The Executive Female (November-December, 1981); Graduate Woman (July-August, 1982) (American Association of University Women publication)

Political affiliations and activities: List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

Reagan for President - Regional Finance Director

Ed Davis for Governor - State Volunteer Chairman, California

Mike Curb for Lieutenant Governor - Women's Committee, California

Contributions to: Reagan for President
Ed Davis for Governor
Mike Curb for Lt. Governor
Citizens for the Republic

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

Yes, with the White House

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

No

3. Has a commitment been made to you for employment after you leave Federal service?

No

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

Not applicable

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

December 13, 1982

THE DEPUTY UNDER SECRETARY

Dear Senator Pell:

I appreciate your taking the time to meet with me personally following the Confirmation Hearings for I know that there is a great deal of business to be accomplished this session and that you had a most hectic schedule.

As I promised in our discussion, Mary Hayter, the Student Liaison Officer for the Department of Education, has made an appointment to meet with representatives of the United States Student Association. She will meet with Janice Fine, the President of the USSA, and other USSA staff, at 11:30 AM at the USSA office on Monday, December 13, 1982.

Since becoming Student Liaison Officer, Mary Hayter has observed the policy of this office concerning meetings with outside organizations. These meetings have been documented, and, therefore, I can report with whom she has met. Accordingly, I have attached a list of the dates and organizations.

To the best of our knowledge, this is the first time any Student Liaison Officer has met with the following organizations:

1. College Republicans
2. Presidential Classroom for Young Americans
3. Americans for Democratic Action Youth Caucus
4. College Young Democrats
5. Committee for Responsible Youth Politics
6. National Conference on International Youth Year
7. Charles Edison Memorial Youth Fund
8. Student National Medical Association.

Prior to my appointment as Acting Deputy Under Secretary for Intergovernmental and Interagency Affairs, there was no requirement for the Student Liaison Officer to keep a record of individuals or organizations with whom he or she met. However, using available documents and the memories of staff personnel, we have been able to ascertain that past Student Liaison Officers met frequently (and almost exclusively) with the following set of affiliated or allied organizations:

1. United States Student Association
2. National Coalition of Independent College and University Students
3. National Student Education Fund
4. National Third World Student Coalition
5. National Women Students Coalition
6. National Organization of Black University and College Students

Other groups met with former Student Liaison Officers, but the six groups listed above probably accounted for up to two-thirds of the meetings of the Student Liaison Officer with outside organizations.

My policy is to expand the role of the Student Liaison Officer to include outside organizations previously not contacted. To stress the expanded role of the Student Liaison Officer, the Department of Education hosted a reception for Mary in which many Washington-based student organizations were invited. A list of the organizations invited and the number of representatives each sent to the reception is attached. (The meeting coincided with a national meeting of the USSA, and they had the largest number of persons attending the reception.)

As you can see from the information, there has been a most sincere effort by the Student Liaison Officer to contact many student organizations of varying persuasions and representations. I hope that you are now reassured that an effective outreach is being conducted by the Student Liaison Officer -- one which is much more comprehensive than in previous years.

Thank you for your thoughtful attention to this matter, and I shall always welcome any inquiry or communication from you in the future.

Sincerely,

Wendy

Wendy Borcherdt

The Honorable Claiborne Pell
United States Senator
Labor and Human Resources Committee
RSOB Room 325
Washington, D. C. 20510

U.S. DEPARTMENT OF EDUCATION

MEMORANDUM

DATE: December 13, 1982

TO: The Honorable Orrin G. Hatch, Chairman
Labor and Human Resources Committee

FROM: Wendy Borcherdt WB
Deputy Under Secretary-Designate
Department of Education

SUBJECT: Student Liaison Officer's Meeting with
United States Student Association

As this package was being assembled, Mary Hayter received a call from Kathy Ozer, USSA Legislative Director, notifying her that the meeting with Janice Fine and staff was cancelled on account of Ms. Fine being ill. Ms. Ozer indicated she would be calling back on Tuesday to reschedule the appointment.

U.S. DEPARTMENT OF EDUCATION
MEMORANDUM

DATE: December 13, 1982

TO: The Honorable Lowell Weicker, Jr.
United States Senator
Committee on Labor & Human Resources

FROM: Wendy Borcherdt WB
Deputy Under Secretary-Designate
Intergovernmental & Interagency Affairs
Department of Education

SUBJECT: Responses to Questions Submitted by
Senator Lowell Weicker, Jr.

1. IT HAS BEEN REPORTED THAT YOU VIEW THE NATIONWIDE OPPOSITION TO THE PROPOSED REGULATIONS ON AUGUST 4TH FOR EDUCATION OF HANDICAPPED CHILDREN AS BEING ESSENTIALLY THE RESULT OF BAD MARKETING BY THE EDUCATION DEPARTMENT. IS THIS INDEED YOUR VIEW? PLEASE EXPLAIN.

The report that I felt the Handicapped Regulations were "badly marketed" is erroneous. However, I do believe that in the future, the Education Department can, by better coordination and improved communication in the outreach to the disabled constituency, insure that the views of the broadest spectrum of state and local educators, parents, and disabled advocates are heard.

2. WHAT WOULD BE YOUR POSITION THEN -- SINCE IT IS OBVIOUSLY AN IMPORTANT INTERGOVERNMENTAL ISSUE -- CONCERNING THE DEPARTMENT'S PROPOSED REGULATIONS OF AUGUST 4TH?

In light of the public outreach undertaken in ten regional hearings, extensive public briefings and meetings, and the thousands of comments received, I support the subsequent withdrawal of areas of these regulations and the major effort underway in the Department to analyze further the needs of the handicapped and the effectiveness of services to them in relationship to the regulations.

3. DO YOU SUPPORT THE SIX CONCESSIONS LATER MADE BY SECRETARY BELL?

As indicated above, I support the Secretary's withdrawal of the six provisions of P.L. 94-142 that were published in the November 3rd Federal Register, and applaud his and the Under Secretary's commitment based upon over 21,000 responses to these regulations to broaden the outreach effort.

4. THE DEPARTMENT OF EDUCATION APPARENTLY INTENDS TO CONTINUE ITS REVIEW OF THE REGULATIONS GOVERNING P.L. 94-142. THE SECRETARY'S FEDERAL REGISTER "NOTICE OF INTENT" OF NOVEMBER 3, IN FACT, SUGGESTS THE PROMULGATION OF YET ANOTHER COMPREHENSIVE PACKAGE OF PROPOSED REGULATORY CHANGES SOMETIME IN 1983. WHAT KIND OF INTERGOVERNMENTAL AND PUBLIC PARTICIPATION ARE YOU PLANNING FOR THIS SECOND ROUND OF REGULATORY REVIEW?

As soon as my confirmation as Deputy Under Secretary for Intergovernmental and Interagency Affairs occurs and my plans for the Department's Intergovernmental and Interagency/Public Participation activities have been approved by the Secretary and the Under Secretary, I assure you that I will work closely with the Secretary and the Under Secretary, the Acting Secretary for Special Education and Rehabilitative Services, and the Assistant Secretary for Legislation and Public Affairs in developing as broad a public involvement plan as is possible for the Education Department. Our outreach will be very extensive. We expect to work with the Senate's Subcommittee on the Handicapped as we reach out to parents, educators, advocacy groups and others interested in these issues.

5. HOW WILL YOU ENSURE THAT DISABLED PEOPLE, PARENTS AND OTHER ADVOCATES ARE HEARD BY THE DEPARTMENT BOTH BEFORE ISSUANCE OF ANY NEW P.L. 94-142, PART B REGULATIONS AND AT ANY PUBLIC HEARINGS HELD FOLLOWING THE PUBLICATION OF SUCH REGULATIONS?

The Office of Intergovernmental and Interagency Affairs is developing increased communication and personal contact with intergovernmental bodies, as well as with a broad variety of public organizations interested in education. This effort will be combined with the extensive knowledge of the disabled consumers, parents, and advocates in the Office of Special Education and Rehabilitative Services so that we can guarantee a broad spectrum of views will be collected. This information will be fully considered in the preparation of any new proposed regulations for P.L. 94-142 amendments to Part B of the Education for All Handicapped Children Act. Of course, these same constituencies will be contacted for public hearings and any related activities as well.

6. IT HAS BEEN REPORTED THAT YOU INTEND TO LESSEN THE POLICY INFLUENCE OF THE OFFICE OF HANDICAPPED CONCERNS BY TRANSFERRING IT INTO THE OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES (OSERS), THUS APPARENTLY ELIMINATING A DEPARTMENT-WIDE FUNCTION ON BEHALF OF HANDICAPPED PERSONS. PLEASE EXPLAIN.

To the contrary, instead of being isolated from the Office of Special Education and Rehabilitative Services where the departmental responsibility for the disabled and handicapped constituencies and for programs to serve these individuals reside, the Handicapped Concerns effort at outreach will be coordinated on a direct basis with the efforts emanating from OSERS. OSERS has the responsibility for developing policy and regulations for the disabled for submission to the Secretary, and the activities of Handicapped Concerns can facilitate this process by collecting the information needed to develop policy. The impact of an effective outreach to the disabled will be immediately realized, for this move provides an opportunity for direct access to policy development on a daily basis. The Department-wide function for the handicapped constituency resides in OSERS.

7. THE OFFICE OF HANDICAPPED CONCERNS HAS PRIMARY RESPONSIBILITY FOR LINKING THE PRIORITIES, NEEDS AND CONCERNS OF DISABLED PERSONS TO DOE'S POLICY AND PROGRAM STRUCTURE (SECRETARY'S REPORT TO CONGRESS, 1981 - P.16). HOW CAN THAT BE ACCOMPLISHED AS PART OF OSERS?

Let me reiterate my sincere intention to establish an effective and comprehensive liaison with the Office of Handicapped Concerns with regard to proposed regulations and other issues.

8. ALTHOUGH I URGE YOU TO RECONSIDER TRANSFERRING THIS IMPORTANT OFFICE, I WANT TO KNOW WHAT GUARANTEES ARE THERE THAT THIS OFFICE WILL MAINTAIN SIMILAR FUNCTIONS WITH SIMILAR OPPORTUNITIES TO IMPACT ON DEPARTMENT POLICIES AND PROGRAMMING IF TRANSFERRED?

George Conn, Acting Assistant Secretary, OSERS, and I are aware that program offices throughout the Department administer educational programs that are extremely important to handicapped children and adults. In this regard, it is my intention as a part of the regulations development process that all program regulations be circulated to offices of the Assistant Secretaries. The Handicapped Concerns staff will have ample opportunity to participate in reviewing and commenting upon these regulations to assure that the needs of disabled persons are fully considered.

9. CORRESPONDINGLY, DO YOU HAVE SIMILAR PLANS FOR THE REMAINDER OF THE SPECIAL CONCERNS STAFFS, NAMELY WOMEN'S CONCERNS, HISPANIC CONCERNS, BLACK CONCERNS, ASIAN/PACIFIC AMERICAN CONCERNS, AND CONSUMER AFFAIRS? THEN YOU INTEND TO CHANGE THE FOCUS FROM SPECIAL POPULATIONS, I.E., THE HANDICAPPED, TO GENERAL ISSUES OF CONCERN? IF SO, ISN'T THAT CONTRARY TO THE ROLE OF YOUR OFFICE, AS WELL AS CONTRARY TO THE FEDERAL ROLE IN EDUCATION (PROMOTING EQUAL EDUCATIONAL OPPORTUNITY)?

The special populations which have been under-represented traditionally will certainly be solicited for their input on all programs, policies, and regulations emanating from the Department of Education. I am not clear precisely what is meant by "general issues of concern". The outreach will be to special populations, as well as to intergovernmental bodies and to organizations participating in education or with special interests in educational policy. The Department's policy development will be shared with all of these constituencies.

10. YOUR OFFICE IS SUPPOSED TO "SERVE AS A FORUM FOR SPECIFIC POPULATIONS, INCLUDING SPECIAL POPULATIONS, THROUGH WHICH THEY MAY PARTICIPATE IN THE FORMULATION OF DEPARTMENT POLICY RELATING TO THEIR CONCERNS". HOW DO YOU INTEND TO ACCOMPLISH THIS?

The Office of Intergovernmental and Interagency Affairs will hold briefings, public meetings, and personal meetings with organizations interested in specific areas of educational policy. In addition, there will be mailings of pertinent information as needed.

11. PLEASE EXPLAIN TO THE COMMITTEE WHAT YOUR QUALIFICATIONS ARE FOR THIS POSITION OF DEPUTY UNDERSECRETARY OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS?

This position requires management ability and an understanding of effective public liaison. My previous experience both in the private and the public sectors provide a sound management background which will serve me well in administering a broad outreach program.

12. WHEN YOU WERE IN THE WHITE HOUSE ON WOMEN'S ISSUES, WHAT DID YOU DO ON ISSUES OF EDUCATIONAL EQUITY?

I met with women's organizations who were primarily concerned with Title IV and Title IX provisions. I also met with those organizations interested in and concerned about the WEEA program. I forwarded to the

Domestic Policy Office the concerns and recommendations of these groups. Please note my responses in greater detail to similar questions submitted by Senator Kennedy.

13A. VIRTUALLY EVERY ORGANIZATION OF DISABLED PEOPLE, PARENTS ADVOCATES AND PROFESSIONALS WORKING WITH THE DISABLED HAVE VIGOROUSLY OPPOSED 1981 AND 1982 ADMINISTRATIVE ATTEMPTS TO REPEAL ALL OR PARTS OF P.L. 94-142 AND TO REDUCE ITS FUNDING BY 25% OR MORE. DO YOU SEE YOUR ROLE AS WORKING TO BRING THESE GROUPS CONCERNS TO ADMINISTRATIVE POLICY MAKING MEETINGS, OR AS TRYING TO CONVINCE THESE GROUPS THAT ADMINISTRATIVE POLICIES REGARDING P.L. 94-142 ARE CORRECT AND SHOULD BE APPLIED.

13B. DO YOU FEEL SPECIFIC FEDERAL LAWS DIRECTING STATES TO PROVIDE SPECIAL SERVICES TO DESIGNATED POPULATIONS, E.G., HANDICAPPED, ECONOMICALLY DISADVANTAGED SHOULD BE CHANGED IN THE FORM OF ALLOWING EACH STATE TO DECIDE WHAT POPULATION SHOULD RECEIVE SPECIAL ATTENTION?

A. I view ODUS/IIA as being the principal unit within the Department of Education for developing intergovernmental and interagency policy. Correspondingly, the Secretary's and Under Secretary's responsibilities are to develop with the Assistant Secretaries, the Department's program policies. It is my intention, whenever possible, to make certain that the broadest spectrum of educators, parents, students, consumers, and advocate views are considered by these key program policy makers. As specifically applied to the P.L. 94-142 program, I view the Secretary, Under Secretary, and Assistant Secretary for Special Education and Rehabilitative Services as shaping final policies for this program. The concerns expressed in the public hearings and during the comment period are currently under review by these policy-makers to determine what changes are needed. Funding levels are outside the jurisdiction of my office, and are determined by the Secretary, the Office of Management and Budget, and the Congress.

B. I endorse the Administration's and the Secretary's objective of simplifying and streamlining Federal programs administered by state and local school districts. However, basic civil rights guarantees should remain in place. More efficient schools should enhance educational opportunities for minority and handicapped individuals.

U.S. DEPARTMENT OF EDUCATION
MEMORANDUM

DATE: December 13, 1982

TO: The Honorable Edward M. Kennedy
United States Senator
Committee on Labor and Human Resources

FROM: Wendy Borcherdt W.B.
Deputy Under Secretary-Designate
Intergovernmental and Interagency Affairs
Department of Education

SUBJECT: Responses to Questions Submitted by
Senator Edward M. Kennedy

1. WHAT ARE THE DUTIES AND RESPONSIBILITIES OF THE DEPUTY UNDER SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS?

The Deputy Under Secretary for Interagency and Intergovernmental Affairs has jurisdiction over the liaison with educational governance units; the intergovernmental outreach to Governors, mayors, state legislators; interagency coordination on matters affecting education; liaison with consumer and other interest organizations, coordination of international policy issues; and the management of the Department's 17 Advisory Councils.

2. SPECIFICALLY, DO YOU SEE YOURSELF AS AN ADVOCATE WITHIN THE DEPARTMENT FOR MEMBERS OF CERTAIN SPECIAL POPULATIONS, SUCH AS WOMEN, HANDICAPPED INDIVIDUALS AND MINORITIES?

While my responsibilities include liaison with many different types of special interest groups representing, among others, women, the handicapped, and minorities, it would not be an appropriate use of Federal tax dollars for me to be an "advocate" for a particular point of view or particular special interest, no matter how deserving that interest might be. I will continue, of course, to share information with public groups as part of our public participation responsibilities and will convey their points of view directly to the policy makers within the Department. We are planning a series of meetings early in 1983 to allow governance and interest groups to meet the new members of the Senior Staff of the Department and be briefed on the '84 budget and legislative agenda for the Department.

3. DO YOU HAVE SUPERVISORY POWER OVER DEPARTMENTAL COUNCILS, INCLUDING THE NATIONAL ADVISORY COUNCIL ON WOMEN"S EDUCATIONAL PROGRAMS?

The Department of Education houses 17 Secretarial and Presidential Advisory Councils. The Office of Committee Management is within the organizational structure of my office. This office is responsible for processing the travel, expense, and personnel actions for these Councils. The Presidential Advisory Councils, including the National Advisory Council on Women's Educational Programs, are provided these services. Secretarial councils are generally coordinated within the particular Assistant Secretary's office with which they are concerned. For example, the designated federal official responsible for the Advisory Council on Vocational Education, is John Wu, the Deputy Assistant Secretary for Vocational and Adult Education.

In addition, in an effort to increase the effectiveness of the Councils, I have asked my Director of Intergovernmental Services to expand the services we provide to the Council. We have held meetings for the Executive Directors and the designated Federal officials of the Advisory Councils. For example at a November meeting, the Executive Directors and designated officials were briefed on Committee Management attempts to solve (through coordination with the Office of Management and GSA) the travel problems experienced by various members of several of the councils; were given information on the availability of public affairs services (such as press releases and prepared speeches) for themselves and the members of their councils; and were brought up to date by the Publications and Audio Visuals Advisory Council management staff on procedures and policies for processing the annual reports and other publications of the advisory councils (which are subject to GEPA).

4. AS I UNDERSTAND IT, YOU SUPPORT THE ADMINISTRATION'S EFFORTS TO ELIMINATE FUNDING FOR THE WOMEN"S EDUCATIONAL EQUITY ACT. HOWEVER, THE CONGRESS HAS REFUSED TO DO SO. WHAT THEN DO YOU THINK THESE FUNDS SHOULD BE USED FOR?

Yes, I support the Administration's desire to fold this program into the block grant. Secretary Bell has recently published his priorities for funding in discretionary programs for Fiscal Year 1983. As far as we are able within the restrictions prescribed by Congress, I support the Secretary's recommendations which echo the Federalism priorities of the Administration to which we are accountable. Among his requests are:

a. "Strengthen education by returning the resources and the responsibility for education decision-making to States and local communities ..."

b. "Front line service delivery institutions (LEAs, SEAs, schools) should be given priority over associations, auxiliary organizations, and other intermediaries in the educational process."

c. Associations eligible for funding should develop projects which would enhance the capacity of members to deliver educational services in response to State and local policy".

d. "Priority should be given to locally-developed programs which have strong community support and transition plans which provide evidence that Federal assistance will not be required to continue the programs beyond the initial grant period."

e. "One year 'seed' programs are preferable to multi-year awards. Where multi-year awards are required, tight standards should be provided for review and continuation." (This is especially appropriate as the WEEA program was initially created to develop "model" programs.).

f. "For programs that seek to improve equal educational opportunity for all students, priority should be given to programs developed by those who are directly responsible for education."

5. AS YOU KNOW, THIS ADMINISTRATION HAS BEEN SEVERELY CRITICIZED BY A NUMBER OF ORGANIZATIONS FOR ITS LACK OF COMMITMENT TO PRESERVING THE RIGHTS OF WOMEN, HANDICAPPED PERSONS, AND MINORITIES. DO YOU THINK THIS IS A FAIR CRITICISM?

No, I do not feel that this criticism has been accurate. The President with the support of his Cabinet, has actively attempted to return consideration and control of these serious and important programs to the State and local governments. Many of our current Federal regulations which control the operation of programs for these constituencies go beyond parameters established by Congress and attempt to bureaucratically legislate what the States and localities should do. We believe that tax dollars can be more effectively allocated and the programs they support better monitored when responsibility lies closer to home. I respectfully submit that it is the height of arrogance to assume that state and local officials who are elected by and responsible to the same voters who elected the members of this Congress are not capable or honorable enough to enforce the laws of this nation and "do the right thing" for their citizens. In addition, recognizing the serious financial constraints of our nation both collectively and in terms of the individual taxpayer, the President has urged increased private sector involvement in these issues. I am convinced that the overall welfare of the nation, including its various minority groups will be well served by more responsive administration of education at the local and state levels. At the same time, civil rights statutes will continue effective guarantees of rights and a strengthened economy will make opportunities available for all.

6. SPECIFICALLY, HOW DO YOU INTEND TO PROMOTE AND PROTECT THE RIGHTS OF THESE INDIVIDUALS?

I do not feel that my role is one of advocate, as I explained above, nor policeman. My responsibilities, as with those of my predecessors, are limited to a liaison function. I can assure you that the liaison role will be maintained. In addition, as I previously indicated, I will assure that top policy makers are made aware of the views of such individuals as they are conveyed to my office.

7. DURING YOUR SERVICE AS A SPECIAL ASSISTANT TO THE PRESIDENT, HOW OFTEN DID YOU MEET WITH ORGANIZATIONS ADVOCATING WOMEN'S RIGHTS (THE NATIONAL COALITION OF WOMEN AND GIRLS IN EDUCATION, FOR EXAMPLE)?

No group was ever refused the opportunity of meeting with me. Even individuals contacting the office on a last minute basis were fit into my schedule. Some of the groups with whom I met were the American Association of University Women, Displaced Homemakers, the Association of Junior Leagues, the National Women's Political Caucus, National Association of Women in Construction, Women's Alert, American Association of University Professors, National Congress of Neighborhoods, Executive Women of Alabama, Hadassah and many others including the group you mention, The National Coalition of Women and Girls in Education. I will take the opportunity to quote from some of the attached correspondence between myself and Barbara Stein of the National Coalition for Women and Girls in Education. From a letter dated April 1, 1982:

Dear Barbara:

As his second year begins, President Reagan has appointed me as a Special Assistant charged with the responsibilities of communicating and establishing a dialogue with the women's organizations...I look forward to hearing from you and working with you during the Reagan Administration."

Barbara Stein's undated letter which confirms a telephone agreement to hold a meeting for the Coalition and other groups on November 4, 1981 includes a list of organizations to be present including: The Women's Equity Action League, the National Student Education Fund, the Project on Equal Education Rights of the NOW Legal Defense and Education Fund, the Federal Education Project of the Lawyer's Committee for Civil Rights Under Law, the League of Women Voters Education Fund and the Women's Legal Defense Fund (partial list).

On November 9, 1981, Stein wrote to me and stated: "I wanted to thank you on behalf of the Coalition and myself for the time you graciously spent with us...I am aware of the very many issues you must be confronting, and we were, therefore, particularly gratified at your knowledge of the specific concerns of the Coalition."

The full correspondence is attached for your further information.

8. HOW OFTEN DID YOU ARRANGE FOR THEM TO MEET WITH THE PRESIDENT?

As you know the President's schedule is quite full and the demands on his time great. Many groups or individuals requested "one on one" meetings with the President. This was not possible. I encouraged representatives of organizations to find areas of common concern on which we could work, and promised, if this was done, to involve them as participants in any briefings on subjects of particular interest to them. Also, I provided lists of women to participate in other White House activities, bill signing ceremonies, receptions, and other events.

As an example, in my memo to Elizabeth Dole dated June 1, 1982, I stated: "Mary Purcell from the AAUW came to my office and requested a meeting with the President with leaders of the League of Women Voters, AAUW, Business and Professional Women, the National Women's Political Caucus, and the Women's Legal Defense Fund. I asked Mary to develop an agenda for us, and stated that I would be glad to set up a meeting when there were items of common concern. As yet, I have not received that agenda.

Mary stated that she was meeting with the leaders of the aforementioned organizations and that they would see if there was any area of common interest. I offered to attend that meeting to hear their concerns and to listen to their opinions. No invitation was ever extended to me, and that meeting was here in Washington".

9. WHAT WAS DISCUSSED AT THESE MEETINGS?

The topics for conversation were frequently determined by requests from the groups involved. The attached correspondence indicates that the topic covered at the aforementioned meeting was "the general issue of the needs and status of girls and women in education, and the Administration's role in this area. We also would particularly like to discuss Title IX of the 1972 Education Amendments..."

With other organizations I discussed such issues as the Administration's Tuition Tax Cut proposal, school prayer, balanced budget, and the beneficial implications for women of the Administration's tax policies, i.e., the expanded opportunity to invest in IRA's,.the equalizing in the marriage tax and the new inheritance tax provisions.

Additionally, I addressed very specific items with concerned groups. For instance, the tax regulation which impacted the accounting reporting for all contractors was one which caused great distress with the National Women's Contractors organizations. I met several times to hear their concerns about this specific piece of legislation.

10. IN THE SPRING OF 1982, YOU SUMMARILY CANCELLED THE NATIONAL WOMEN'S HISTORY WEEK AT GREAT CONSTERNATION AND EXPENSE TO THE WHITE HOUSE. WHY DID YOU MAKE THAT DECISION?

The National Women's History Week was not an event at the White House which was cancelled. There was no expense involved except the printing of some posters by the Department of Education, and it was the Department's program which was cancelled. The reason was that the format had not been finalized sufficiently to insure a worthwhile event and to justify the planned expenses. At the time of the cancellation, it was suggested that some future planning be done to organize a dynamic program for the following year. There were other programs conducted during that week by other Departments celebrating Women's History Week.

11. I UNDERSTAND THAT YOU BELIEVE THAT THE REORGANIZATION YOU PROPOSE INVOLVING THE OFFICE OF HANDICAPPED CONCERNS WILL IMPROVE THE DEPARTMENT'S OUTREACH TO HANDICAPPED CITIZENS. YET NOW, THE OFFICE IS ABLE TO FOCUS ON THE PRIORITY NEEDS OF HANDICAPPED CITIZENS IN THE - OFFICES FOR ELEMENTARY AND SECONDARY EDUCATION, POSTSECONDARY EDUCATION, VOCATIONAL EDUCATION, ADULT EDUCATION, SPECIAL EDUCATION AND REHABILITATION (sic) SERVICES AND MANAGEMENT. WHY THEN DO YOU SAY THAT YOUR PROPOSAL ELEVATES THE IMPORTANCE OF THESE ISSUES WHEN IT APPEARS TO IN FACT NARROW ITS FOCUS?

I feel that my testimony and the answers to Senator Weicker's questions respond to this question and it is attached.

12. DO YOU INTEND TO IMPLEMENT ANY REORGANIZATIONS THAT WOULD AFFECT THE VARIOUS OFFICES OF SPECIAL CONCERNS? AND WILL YOU COMMIT YOURSELF TO TAKING NO ACTIONS WHICH MAY RESULT IN THE REDUCTION OR ELIMINATION OF THE STAFF OR THE RESPONSIBILITIES OF THESE VARIOUS OFFICES OF SPECIAL CONCERNS?

A Departmental task force has made recommendations which would, because of reductions in force, require a realignment of responsibilities. Let me say, however, that all of the constituencies and special interests currently addressed would be represented in any reorganization. In addition, the Office of Intergovernmental Services is able to better coordinate with the education community the implementation of Department and Administration priorities. Until Secretary Bell acts on the Task Force's recommendations and we know what staffing levels must be met, I can not make a commitment other than that I will be sensitive to these concerns.

13. PLEASE DESCRIBE THE FORMS AND REQUIREMENTS THAT HAVE BEEN DEVELOPED TO MONITOR MEETINGS AND OTHER COMMUNICATIONS BY EMPLOYEES OF THE DEPARTMENT OF EDUCATION.

I have attached these for your information. These procedures are to aid coordination in order to utilize personnel and financial resources to attain a maximum public outreach objective.

14. WHY DID YOU FIND IT BENEFICIAL TO IMPLEMENT THESE PROCEDURES AND REQUIREMENTS?

In his "Goals and Performance Priorities for Fiscal 1983" Secretary Bell instructed his Senior Staff to "strive to overcome the barriers of organizational isolation, so that proper communication and coordination may take place. Our policy development activities can be enhanced if all adhere to the following principles:

In dealing with outside agencies (e.g., Congress, OMB), staff should be careful not to represent options under discussion as official Department policy. White House and Congressional communications should be honored promptly.

All action and information memoranda relating to policy coordination or regulatory initiatives must be registered with the tracking systems supervised by the Executive Secretary for the Secretary and Under Secretary.

There is no such thing as "too early" for sharing ideas with other affected offices within the Department".

There is a great deal of overlap between the constituencies served in the several concerns offices as well as those of Intergovernmental Services and the Intergovernmental Advisory Council on Education. In order to make certain that all constituencies are being reached, and that costly duplication of effort is avoided, these procedures were implemented.

15. HOW MUCH ADDITIONAL TIME IS EXPENDED BY THE EMPLOYEE (SIC) AND THEIR SUPERVISORS AND YOUR IMMEDIATE STAFF IN FILLING OUT AND EVALUATING THESE FORMS?

Staff are asked to briefly describe their activities so the time spent is minimal. It is my belief that effective management is cost efficient as it avoids duplication in other areas.

16. AREN'T YOUR REQUIREMENTS AND FORMS SIMPLY A TYPE OF CENSORSHIP IMPOSED ON THE EMPLOYEES?

These management control systems were in no means meant as a form of censorship. I do not believe that my staff would have anything to hide from me or anyone else in the Department.

17. YOU INDICATED IN YOUR TESTIMONY THAT YOU WERE NOT INVOLVED IN THE REPLACEMENT OF JOY SIMONSON AS EXECUTIVE DIRECTOR OF THE NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATION PROGRAMS. YET, YOU ARE REFERRED TO BY NAME IN THE MINUTES OF THE FIRST COUNCIL MEETING AS THE INDIVIDUAL WHO REFERRED THE NAMES OF THE CANDIDATES TO REPLACE JOY SIMONSON. EXPLAIN WHY THIS DOES NOT CONTRADICT YOUR EARLIER STATEMENT?

I was attempting to indicate in my testimony, that I was not responsible for the replacement of Joy Simonson. The official minutes indicate (page twelve) that "Moss ...requested of the Office of Presidential Appointments (sic) that they provide the Council with resumes of candidates they would recommend....when the Search Committce was appointed the previous day, she called the Office of Presidental Appointments (sic) in the White House and informed Wendy Borcherdt that a Search Committee had been formed and that the Council was in need of candidates to interview for the position of Executive Director. Ms. Borcherdt informed Moss that her office had identified candidates whom they felt were qualified." (emphasis added) In actuality, the office called was the Office of Presidential Personnel. When I was called, as a friend and contact in the White House, I referred the matter to Mary Ann Urban of Presidential Personnel who was handling this and other councils. I think that Moss' allusion to me was an innocent misstatement of the procedures followed in the White House to fill positions.

18. YOU WERE THE ONLY WHITE HOUSE STAFFER INCLUDED IN THE CORRESPONDENCE FROM BETTY CORDOBA, THE CHAIR OF THE NEW COUNCIL, AND JOY SIMONSON PRIOR TO MS. SIMONSON'S DISMISSAL. WHY DID SHE INCLUDE YOU IF YOU WERE UNINVOLVED IN THIS MATTER?

I am not familiar with the correspondence to which you refer. I called Mrs. Cordoba, an old friend of mine from California, and asked her if she remembered any correspondence to Joy prior to her dismissal in which my name was mentioned. Mrs. Cordoba informed me that she does not remember any such correspondence. Let me point out further that this is a Council nominated by the President and confirmed by the Senate after clearance through this Committee. It is the Council's prerogative to choose a Director that can work in concert with its policies and objectives. The Council appointed, as the minutes will attest, a Search Committee broadly representative of the membership of the Committee and included in its ranks council members who had opposed Mrs. Simonson's dismissal. This Council interviewed five candidates and recommended two to the full council for action. All of this was done in an open meeting with legal counsel present.

19. I UNDERSTAND THAT YOU WERE DISMISSED FROM YOUR POSITION AS SPECIAL ASSISTANT TO THE PRESIDENT IN AUGUST, 1982. WHAT WHERE (sic) THE REASONS FOR YOUR DISMISSAL? AS YOU KNOW, WIDELY CIRCULATED NEWS REPORTS ATTRIBUTED YOUR DISMISSAL, AT LEAST IN PART, TO YOUR INVOLVEMENT IN THE "FIRING OR (sic) JOY SIMONSON" AND THE "PURGING OF THE NATIONAL ADVISORY COUNCIL." ARE THESE REPORTS ACCURATE? PLEASE EXPLAIN.

I was not "dismissed" from the White House. For several months I had been seeking a new opportunity to assist the President in a policy position. Secretary Bell had previously encouraged me to come to the Department of Education and when another candidate for this position to whom I had offered my support withdrew from consideration I let Secretary Bell know that I would accept his offer.

Senator **Hawkins**. Thank you so much, Mrs. Borcherdt.

We will at this time go to Dr. Fenderson.

I want to join with my colleagues who so articulately enunciated your accomplishments and your unusual qualifications for the position for which President Reagan has nominated you. You have, indeed, established an enviable track record in the field of handicapped research which will be a real credit to the program and the unfortunate individuals it was designed to serve. I enthusiastically support your nomination, also.

Members of the professional staff of this committee who had the personal privilege of working with you when you were directing the health and manpower programs in the Department of Health, Education, and Welfare in the late sixties and early seventies describe you as a man with real vision and imagination, as well as a very competent administrator.

You are to be commended for the staff's statements.

Your prepared statement is very brief. You may wish to take 1 minute and highlight it for the committee or read it into the record. In either case, it will appear in the record in its entirety, so the choice is yours.

STATEMENT OF DOUGLAS A. FENDERSON, NOMINATED TO BE DIRECTOR, NATIONAL INSTITUTE OF HANDICAPPED RESEARCH

Dr. **Fenderson**. Madam Chairman and members of the Senate Labor and Human Resources Committee, thank you for this opportunity to present for your consideration my qualifications as the President's nominee to be Director of the National Institute of Handicapped Research.

The legislative authority (Public Law 95-602, The Rehabilitation, Comprehensive Services and Developmental Disabilities Amendments of 1978) establishing the Institute is remarkable in its scope and special provisions. It demands a comprehensive view of the problems of disabled people from their earliest years to their latest ones, including such essential dimensions as: Self-care, mobility, communication, vocational achievement, and economic status.

It requires a coordinated and collaborative relationship through the Interagency Committee on Handicapped Research with all other Federal programs seeking an improvement in the lives of disabled persons. With the policy guidance of the National Council on the Handicapped, it insures broad and authoritative review and counsel regarding the most significant problems and the greatest potential challenges to which the limited resources of the National Institute of Handicapped Research can best be committed.

This legislation also provides the Director of the Institute with both the responsibility and authority to identify consultants on the forefront of research efforts both in this country and abroad, and through this means to stimulate well-informed progress toward the objectives of the Institute. I am impressed with the wisdom and forethought reflected in this legislation, surely a credit to the work of this committee.

For the past 28 years I have been directly involved with handicapped persons and with the various programs designed to assist them to achieve their personal goals as fully participating members of society. My career thus far has included substantial experience in most of the elements to which NIHR is committed. I have served as:

A rehabilitation counselor in rural northern Minnesota;

A rehabilitation worker with a voluntary community agency during its transitional years from a well-known polio hospital to a comprehensive rehabilitation center;

The director and developer of one of this country's early work evaluation centers for the severely disabled;

Chief of Rehabilitation Services for the State of Minnesota;

A rehabilitation research fellow with the Minnesota Center for Industrial Relations;

An expert vocational consultant to the old age and survivors disability determinations program; and

A research and educational leader working to improve medical school teaching programs in rehabilitation medicine.

My previous Federal experience with the National Institutes of Health and the Health Services and Mental Health Administration provides important background for the leadership responsibility afforded by this appointment.

This position represents for me the opportunity to make a "capstone" contribution to an extensive and varied career regarding the health and well-being of Americans, particularly our Nation's handicapped citizens. I hope, with your concurrence, to make that contribution.

Thank you.

[The biographical sketch of Dr. Fenderson follows:]

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: FENDERSON (LAST) Douglas (FIRST) Allen (OTHER)

Position to which nominated: Director, National Institute of Handicapped Research **Date of nomination:** October 6, 1982

Date of birth: 28 (DAY) Jan. (MONTH) 1929 (YEAR) **Place of birth:** Streeter, North Dakota

Marital status: Married **Full name of spouse:** Joyce Eva Hansen Fenderson

Name and ages of children:
Bruce A. Fenderson, 30
Allen D. Fenderson, 28
Susan J. Hammar, 24
Beth A. Borlaug, 22

Education:

Institution	Dates attended	Degrees received	Dates of degrees
University of Minnesota, Minneapolis (Mathematics and Industrial Ed.)	1947-52	B.S.	1952
University of Minnesota, Minneapolis (Educational Psychology)	1954-56	M.A.	1956
University of Minnesota, Minneapolis (Educational Psychology)	1963-66	Ph.D.	1966

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Vocational Rehabilitation Fellowship for Doctoral Studies, 1963-65
Distinguished Service Award, City of Minneapolis, 1958
Elected to Psy Chi (honor fraternity in psychology), 1965
Outstanding Achievement Award - U.S. Civil Service Commission, 1970
Outstanding Community Support Award - United Way of Mpls., 1977
Single Quarter Leave Award by Board of Regents, Univ. of Minn., 1980

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
American Psychological Association		current
Associate of American Medical Colleges		current
American Association for the Advancement of Science		current
American Public Health Association		current
Minnesota Cancer Council		1979-1982
Perinatal Education Commission		
Minn. Academy of Family Physicians		1979-present
Regional Advisory Committee, R.T.2		
Research and Training Center in PM&R		1980 - 1981

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

11/73 to present	Director, Office of Continuing Medical Education, Univ. of Minn., Mpls.
7/77 to present	Scientist, Center for Health Services Research, School of Public Health, University of Minnesota, Minneapolis
12/78 to present	Executive Secretary, Bush Clinical Fellows Program, Bush Fndtn., St. Paul
2/82 to present	Consultant, McKnight Foundation, Developmental Disability Program, StPaul
3/82 to present	Consultant, Inst. for Interdisciplinary Studies, Competitive Health Care Delivery (Affiliated Professionals) Project
1/72 - 11/73	Director, Office of Special Programs, Bureau of Health Manpower Education, National Institutes of Health, Washington, DC
9/69 - 1/72	Chief, Health Services Manpower Branch, National Center for Health Services Research and Development, HSMHA
1966-1969	Director of Education, American Rehabilitation Foundation
1964-1966	Principal Investigator, Survey of Teaching Programs in Rehabilitation Medicine in American Medical Colleges
1958-1963	Chief of Rehabilitation Services, Minnesota Division of Vocational Rehabilitation
1955-1958	Director, Vocational Services, Kenny Institute, Minneapolis Coordinator, Summer Scholarships in Rehabilitation Medicine (1957-58)
1954-55	Rehabilitation Counselor, MinnesotaDivision of Vocational Rehabilitation Vocational Rehabilitation, Duluth, MN
1952-54	Teacher of Industrial Education and Mathematics, Elk River Public Schools, Elk River, MN

Government experience:

List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

1982-present	Consultant, Bureau of Health Manpower, Division of Physician Ed., HHS
1975-78	Member, Committee to Develop an Integrated Manpower Policy for Primary Care, Institute of Medicine, National Academy of Sciences
1973-74	Ad Hoc Committee on Research in Health Manpower, Institute of Medicine, National Academy of Sciences
1971-73	Panel Member, Civil Service Commission for Physician's Assistant
1971-72	Member, HEW Secretary's Task Force on Extended Roles in Nursing

Published writings:

List the titles, publishers and dates of books, articles, reports or other published materials you have written.

see attached listing

Political affiliations and activities:

List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

Independent Republican Party of Minnesota contributor

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

No, Leave-of-Absence granted for two years.

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

Yes, I plan to return to my position as Professor and Director, Office of Continuing Medical Education, University of Minnesota

3. Has a commitment been made to you for employment after you leave Federal service?

Yes, return from Leave-of-Absence

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

I will have no role, formal or informal, in the affairs of the University of Minnesota Medical School in relation to NIHR during the period of my appointment.

Dr. **Matthews**. Dr. Fenderson, the chairman has a couple questions for you before affording other members of the committee an opportunity to present their questions. If there are any questions for you in writing, we will appreciate having them by the close of business. You will have them by the close of business today, and your immediate response to these questions will be necessary if we are going to be able to move expeditiously for your confirmation, as urged by the distinguished Senator from West Virginia.

The chairman's questions are: "The Institute has been under the supervision of an acting Director for quite some time. As you assume full control and management of the operation, how do you propose to develop an agenda for action? Secondly, what are the voids in research and education of the handicapped you feel should receive immediate priority or attention?"

Dr. **Fenderson**. With regard to an agenda for action, I am delighted that the new council, the National Council for the Handicapped, has been formed and will be meeting, as was indicated, for its initial meeting on December 14 and 15.

That council is established in the Rehabilitation Act Amendments of 1978 to provide general policy review and guidance for the National Institute of Handicapped Research to advise on programs with regard to the implementation of research and the dissemination of research findings.

One of the ways that we will begin to stimulate additional action is through a close collaborative relationship with the National Council.

Also, the act calls for an Interagency Committee on Handicapped Research, which involves the some 33 different Federal agencies and authorities that have some aspect of handicapped research within their jurisdiction. This committee action is going to be brought to its full level of activity largely through the assignment of a full-time, senior-level person within NIHR and through my own initiative in establishing personal relationships with representatives of these various areas, so that this comprehensive approach to rehabilitation research, making the best use of the unique capabilities of each of the units of government and, indeed, external agencies as well, may be brought to bear on these problems.

With regard to priorities, already a number of priorities have come to my attention as needing additional emphasis.

As you know, the law encourages a range of rehabilitation research all the way from pediatric disabilities through those problems of disability in the geriatric age group. It seems to me that, although the central core emphasis of the research programs of NIHR must encompass the vocational rehabilitation aspects, a more clearly defined program with regard to both pediatric and geriatric rehabilitation problems is necessary.

Finally, I believe that inasmuch as most of the funds in NIHR are committed, and appropriately so, to long-range programmatic research efforts, there does need to be some opportunity and allowance for more responsive support for activities of compelling, current interest in various areas of handicapped research. I hope to develop that more flexible approach to some of the very current and important problems that have come to our attention.

Senator HAWKINS. Thank you. That is a very good answer. At this point we will receive for the record a statement by Senator Boschwitz along with some additional material.

[The prepared statement of Senator Boschwitz, and the additional material referred to follow:]

STATEMENT BY SENATOR RUDY BOSCHWITZ

Mr. Chairman, it is my pleasure to introduce to the committee, Dr. Douglas Fenderson from Shoreview, Minnesota.

Dr. Fenderson has been nominated to be Director of the National Institute of Handicapped Research. Dr. Fenderson is a native of Minnesota, trained at the University of Minnesota in industrial education, vocational counseling, psychology and educational psychology. He currently is the Director of the Office of Continuing Medical Education at the University of Minnesota Medical School. He also is a scientist in the Center for Health Services Research at the University of Minnesota.

The National Institute for Handicapped Research is charged with researching the many broad problems of rehabilitation of the handicapped. Dr. Fenderson has the qualifications and background necessary to lead this agency. Throughout his career, he has had continual contact with rehabilitation of the handicapped and training of personnel in the health professions. He is well-qualified in that he understands the scope of the problems of the disabled, the problems of training and utilization of personnel, the methods by which resources can be focused for solutions of problems in rehabilitation, and the need for interdisciplinary participation in the attack on these social problems.

I am proud to introduce Dr. Fenderson and recommend his nomination to you.

Rudy Boschwitz

NATIONAL ASSOCIATION OF REHABILITATION FACILITIES
P.O. Box 17675, Washington, D.C. 20041 • (703) 556-8848
James A. Cox, Jr., Executive Director

December 8, 1982

Senator Orrin Hatch
Chairman
Committee on Labor and Human Resources
4230 Dirksen Senate Office Building
United States Senate
Washington, D.C. 20510

Dear Mr. Chairman:

This letter is submitted on behalf of the National Association of Rehabilitation Facilities (NARF). NARF is the national voluntary organization of over 550 community rehabilitation facilities. These facilities deliver comprehensive rehabilitation services, both vocational and medical, to over 400,000 individuals each year. Our members consist of rehabilitation hospitals, rehabilitation units of general hospitals, outpatient rehabilitation facilities, developmental centers, work activity centers, and sheltered workshops. Many of our facilities also engage in research on ways by which to improve rehabilitation services, rehabilitation engineering and the delivery of the same to disabled people.

We understand that the nomination of Douglas A. Fenderson is currently before your committee. President Reagan has nominated Dr. Fenderson to be the new director of the National Institute of Handicapped Research.

Dr. Fenderson has been a professor and director of the Office of Continuing Medical Education at the University of Minnesota since 1973. He has an extensive background in rehabilitation, including service as a rehabilitation counselor and chief of rehabilitation services in Minnesota. For several years, he served as an administrator at the National Institutes of Health in Washington, D.C..

We have spoken with Dr. Fenderson and exchanged views and opinions on rehabilitation. We believe that his background and experience in both vocational and medical rehabilitation and as a practitioner and administrator will be beneficial to NIHR and the field of rehabilitation. Therefore, we want you to know that we support Dr. Fenderson as Director of NIHR.

If you have any questions, please contact us.

Sincerely,

James A. Cox, Jr.
Executive Director

cc: Committee Members

JAC/emb

SENATE CONFIRMATION HEARING QUESTIONS FOR NIHR DIRECTOR-DESIGNATE
DOUGLAS A. FENDERSON

QUESTION #1--WHAT IS THE LEGAL RELATIONSHIP BETWEEN NIHR AND THE NATIONAL COUNCIL ON THE HANDICAPPED; HOW WILL YOU FULFILL THIS MANDATE?

As defined in Title IV of the Rehabilitation Act Amendments of 1978, the National Council on the Handicapped establishes general policies for NIHR, reviews its operations, advises the Director regarding programs and suggests improvements in research and research dissemination.

The new Council will hold its first meeting on December 14-15, 1982, under the chairmanship of Joe Dusenbury, Commissioner of Vocational Rehabilitation of South Carolina.

It is my intention to establish a close, personal, collaborative relationship with the National Council and its chairman. This will require that NIHR identify major research policy and priority issues in such a form as to be amenable to efficient review, analysis and policy formulation; and to be responsive to questions and issues identified independently by the Council.

QUESTION #2 -- DO YOU FORESEE ANY CHANGES IN EMPHASIS IN THE LONG RANGE REHABILITATION RESEARCH PLAN AS REQUIRED BY THE ACT?

ANSWER --

Yes. The Long Range Plan is now two years old. The Rehabilitation Act requires that it be revised every three years or whenever the Director deems it necessary.

The present plan was based on an extensive process of development.

It has provided a basis for the identification and refinement of the research priorities for FY '83. The Plan is virtually all encompassing - deliberately so, to take into account not only those research goals unique to the mission of NIHR, but others which are important but peripheral to improving the quality of life for handicapped persons per se. For example, the Plan includes goals on "primary and secondary prevention" which are beyond the scope of our unique role.

Building on this impressive and useful beginning, I will propose a careful review of the Plan, not only by NIHR, but by the National Council on the Handicapped and other knowledgeable sources, with a view to 1) distinguishing the central and unique elements from the complementary and peripheral, 2) providing greater opportunity for program flexibility which permits opportunistic response to new and promising developments, 3) direct new emphasis to the unique role and responsibilities of NIHR in planning, promoting, disseminating, and coordinating handicapped research throughout the Federal Government and through increased private sector participation, and 4) implementing the fellowship authorities of the Act which are intended to stimulate leadership and creative endeavors in the NIHR program and relationships.

QUESTION #3 -- SECTION 203 OF THE REHABILITATION ACT REQUIRES THE ESTABLISHMENT OF AN INTERAGENCY COMMITTEE ON HANDICAPPED RESEARCH. HOW EFFECTIVE HAS THIS COMMITTEE BEEN IN PROMOTING COORDINATION AND COOPERATION IN HANDICAPPED RESEARCH AND WHAT MORE CAN BE DONE TO ENCOURAGE SUCH COORDINATION AND COOPERATION?

ANSWER --

Coordination, cooperation and leadership in rehabilitation research are major responsibilities assigned to NIHR by the Rehabilitation Act. The Oversight Hearings on NIHR held October 1-2, 1981 called attention to the importance of this responsibility by recording responses to nine separate questions on this point. Although five research subcommittees are currently active, the Interagency Committee has not met as a group for the required four times per year. As you know, the NIHR has been without a confirmed Director for most of the past two years. This apparently accounts for the limited success in achieving the high level of coordination anticipated in the Rehabilitation Act.

It is my intention to establish personal contact with representatives of the major federal agencies with whom we share common concerns, as a basis for fully and successfully achieving this important purpose of our legislation. A senior staff member of NIHR has been assigned to devote his full attention to this activity and will work with me in establishing the personal working relationship required for the effective performance of the mandate.

QUESTIONS ASKED BY SENATOR PAULA HAWKINS

QUESTION #1 -- AS THE NEW DIRECTOR OF NIHR, WHAT IS YOUR AGENDA FOR ACTION?

ANSWER --

Responsibility for the establishment of general policy for NIHR is assigned to the National Countil on the Handicapped. The Council, reconstituted in the past few months, will hold its first meeting December 14-15, 1982. A close collaborative relationship with the Council Chairman and members will provide the basis for focusing more clearly on the unique role and responsibilities of the NIHR. This process will lead to a revision this year of the mandated "Long Range Rehabilitation Research Plan" and the specific funding priorities derived from it.

A second major agenda item is the development of the Interagency Committee on Handicapped Research as required by the Act. Although some five research subcommittees are currently functioning, this activity has never been fully developed. One of my first tasks as Director is to establish personal contact with the respective leaders of the some 33 agencies and programs with whom we share some common interest as a basis for establishing the formal committee and subcommittee relationships as envisioned in the Act.

My agenda includes a strong emphasis on the unique purposes, significance and practical utility of our programs and their products including new knowledge and technical devices which are advancing the ability of our disabled citizens to participate more actively in all phases of their lives.

QUESTIONS ASKED BY SENATOR PAULA HAWKINS

QUESTION #2 -- WHAT PRIORITIES WILL YOU EMPHASIZE AS DIRECTOR OF NIHR?

ANSWER --

I will continue the strong central theme of research in vocational rehabilitation and improvements in the delivery of rehabilitation services. However, additional investigation of the special needs of handicapped children, adolescents and the increasingly large elderly population will be priorities as well.

I believe we are on the verge of rapid progress in making the disability assessment process, both in its legal and functional aspects, much more objective, and to some limited degree, quantifiable. This subject area is of compelling importance.

The provision in the Act for the appointment of acknowledged innovators and rehabilitation scholars as NIHR Fellows has never been used. This authority promises to provide a much needed scientific and program development stimulus to the NIHR. I intend to use this authority.

Another priority is to continue the emphasis on the practical utility of sponsored research. However, I intend to encourage its nurturance through appropriate collaboration with the associated basic sciences. Historically, this association has been vital to the most productive, applied work.

Finally, the authority to study the economic aspects of the disabled and the programs designed for their benefit is an area of priority interest.

Senator HAWKINS. Senator Pell, do you have any questions for this witness?

STATEMENT OF HON. CLAIBORNE PELL, A U.S. SENATOR FROM THE STATE OF RHODE ISLAND

Senator PELL. Thank you.

I have a statement I would like to make now, if I could.

Senator HAWKINS. For Dr. Elmendorf?

Senator PELL. For Dr. Elmendorf, if I can.

Senator HAWKINS. Surely.

Senator PELL. Then I would like to ask a couple questions of Mrs. Borcherdt, if I may.

Senator HAWKINS. That would be fine.

Senator PELL. Then I will have to leave, if you will excuse me.

Senator HAWKINS. I think everyone here understands.

Senator PELL. I have three meetings going on simultaneously, so you understand.

Senator HAWKINS. I understand.

Senator PELL. I just want to express my very real pleasure to support the nomination of Dr. Elmendorf, because he has served well and admirably as the Deputy Assistant Secretary for Student and Financial Assistance.

While we have not agreed on all the administration's, or many of the administration's, policies—I will not say any but at least many—with respect to student aid, I have always found him a very conscientious, capable public servant. His office has been an accessible one, and he has been exceptionally willing to listen to divergent viewpoints and he gives them thoughtful consideration.

I am very glad, indeed, to be here to speak a word in his behalf.

I also would like to touch for a moment on the nomination of Wendy Borcherdt, who has been the subject of mixed reviews, as I understand it. I know her friend and my cousin, Jean Gerard, has spoken to me about it. Congressman Paul McCloskey is a great fan of yours. Others have said what a great person you are.

On the other hand, groups of your own sex and many educational groups are rather vigorously opposed to your nomination, as you know. The feeling is that you have at times excluded these groups from your counsel and that you have not had what we might call an open-door policy, that you have kept a very tight rein on your meetings between these groups and people under your domain.

How would you react to that strong criticism?

Mrs. BORCHERDT. Senator Pell, I thank you for the complimentary references from Ambassador Gerard and Congressman McCloskey.

I am aware that there is some distress in some of the feminist groups over my nomination. That does not particularly surprise me.

Senator PELL. Doesn't the very use of the word "feminist" itself cause offense by many women?

Mrs. BORCHERDT. I beg your pardon?

Senator PELL. Isn't the word that you used, "feminist" group, a phrase that automatically gives rise to offense?

Mrs. BORCHERDT. Well, they turn themselves this way. What I mean is that they are activists. Many of these groups are part of the Women's Educational Equity——

Senator PELL. To interrupt for a second, which one of these groups calls itself a feminist group? I have not heard that.

Mrs. BORCHERDT. Well, I do not mean in an official title, if that is what you mean.

Senator PELL. It is considered a derogatory word. I think women's groups is what they are called.

Mrs. BORCHERDT. There are women's groups endorsing me as well, Senator Pell: the American Legion Auxilliary, for instance; the National Women's Hispanic Caucus. There are women's groups that are also endorsing me. I do not think all women's groups—what I am trying to identify for you is that these groups are recipients of the Women's Education Equity Act funds in large measure.

The ones that, to my knowledge, have come out against me have received over $6,600,000 of funds in real grants.

The President zero-budgeted the Women's Education Equity Act when he sought to block grant the program. He felt, as do I, and I am totally supportive of this administration's philosophy, that these decisions should be made on a State and local level.

I am on record of being against Federal funding for this program. I perfectly understand these groups. It is in their self-interest. They have been receiving funds from this act, this $5 million program, each year. Therefore, I can understand their distress, because I feel that it should be block granted out and that the decision should be made State by State and locality by locality.

Senator PELL. It is quite a group, though. You have the NEA opposing you; the American Association of School Administrators, which is a pretty responsible group; the National Coalition for Women and Girls in Education; the U.S. Student Association; the American Coalition of Citizens with Disabilities.

I hasten to add that I come to this hearing, as I think the chairman knows, with no preconception, no view at all, but rather sympathetic because of your advocates. However, the very tenor of your response gives me cause for concern.

I would think that one should recognize that the opposition is very strong.

Mrs. BORCHERDT. I understand the opposition is very strong. One of those groups that you mentioned has been very active on the council of the National Advisory Group of Women's Educational Programs. I understand with President Reagan's nominations, which incidentally were all approved by this committee, some of those leaderships of those organizations were dispelled because they were appointees of the former administration.

When I was at the White House anybody who wished to come in and have an appointment and see me or one of my assistants in public liaison was given the opportunity. Their distress with some of the administration programs was reported through our formal reporting process in public liaison. We had a formal reporting process for all our constituent groups, all of us, to let the senior White House staff know what public opinion was and to seek the public opinion public and advice.

To my knowledge, and I know my staff can back me up, there was nobody at any time prevented from any access to see me.

Senator **Hawkins**. I might interrupt at this moment and say that Bobbie Green Kilburg, who is a very well-known and outstanding feminist leader, has a letter in the record in support of Mrs. Borcherdt.

Mrs. **Borcherdt**. And I must say that Bobbie and I do not always agree on issues, but we have had a working relationship.

Senator **Pell**. I understand that the Director of the American Association of School Administrators is concerned because that is normally a group that you would be contacting and you have not contacted him. Is that a correct statement?

Mrs. **Borcherdt**. I did try to meet with him and then had to cancel it because I was leaving for UNESCO and had not planned to go until I was nominated by the President. However, my deputy did meet with him. I have an appointment scheduled for next week which was made at the time before I left for the UNESCO meeting.

Senator **Pell**. I understand, too, and this I would ask the chairman, that there are other witnesses who want to appear in connection with this nomination.

Senator **Hawkins**. Yes. They will appear at the conclusion.

Senator **Pell**. There will be more than one witness?

Senator **Hawkins**. I have one.

Senator **Pell**. I think this is part of the problem. I think there are about half a dozen who would like to appear.

Senator **Hawkins**. I will take their statements at the conclusion of this hearing. We have 20 nominees today. We have one who has been cleared and asked to speak and will be allowed to do so at the conclusions of these hearings today.

Senator **Pell**. I must add here that a group of Democratic Senators—I think all the Democrats on the committee—has written a letter to the chairman asking that these other witnesses be permitted to testify before action is taken on the nomination. I would just associate myself with that position.

I have to go to another committee, Senator Baker and the Rules Committee. Therefore, I will ask your permission, Madam Chairman, to leave some questions for the rest of the witnesses, if that is all right?

Senator **Hawkins**. Yes. We said that there would be questions for the record.

Senator **Pell**. My staff has alerted me to the fact that when we do have another hearing on Mrs. Borcherdt, as apparently some of us think there should be, then the notification should go out in time for the witnesses to prepare their testimony. I just wanted to make that request on the record.

Senator **Hawkins**. The notification went out. I understand. I am substituting today, but Senator Hatch's aid said the notice went out for this hearing in plenty of time to be prepared.

Senator **Pell**. For this hearing?

Senator **Hawkins**. For this hearing.

The chairman has ruled that—I believe it is Mrs. Porter who will be allowed to speak for the group at the conclusion of these hearings today, and then the polling will take place for all nominees. However, we will put your concerns to the chairman.

Senator **Pell**. Thank you very much, indeed. I will leave the questions for the record, if I may.

Senator **Hawkins**. Fine.

Senator **Pell**. Thank you very much.

Senator **Hawkins**. With the eloquent presentations by Senator Domenici and Senator Schmidt as well as the two Congressmen on your behalf, I do not believe there is a lot left to say here today about your ability as far they are concerned to perform in the Office of Director of the National Institute of Education, which you have been nominated to by our President.

I want to congratulate you, also, on your nomination.

The National Institute has been in existence for about 10 years. During that time it has had five confirmed Directors and four acting Directors. Yours is the sixth nomination in 10 years to the post. I am glad you are so young. [Laughter.]

The "Regent Press," as well as "Education Week," has commented at some length about the strife and turmoil that apparently exists as this infant agency suffers its growing pains. It is obvious why they have so many growing pains with the change in leadership so constantly.

There are some who feel it will never achieve maturity as a viable instrument doing the kind of research that not only will ferret out the real problems in education, but be persuasive enough with the educational community to cause significant changes to be made in improving the quality of education in America.

Later in this hearing we will have before us most of the nominees for the Statutory Policy Council that functions within NIE. All of the individuals nominated to those positions are new to their assignment. It would seem to me that one of your formidable tasks would be to build cohesiveness within the governing structure of the agency, bring stability to its work force, and approve what has been reported as sagging morale in the agency.

That, Dr. Justiz, suggests a rather awesome agenda for a new administrator, new to the agency and new to the Federal system.

We will enter your prepared statement into the record in its entirety. However, would you please take a few minutes to summarize it for those in the audience?

STATEMENT OF DR. MANUEL J. JUSTIZ, NOMINATED TO BE DIRECTOR, NATIONAL INSTITUTE OF EDUCATION

Dr. **Justiz**. I will be happy to do so, Madam Chairman.

Thank you for your introduction.

I feel very honored to appear before you as the President's nominee for the directorship of the National Institute of Education. I also feel a deep sense of gratitude and appreciation to our Nation, gratitude and appreciation because I feel I am a product of the American dream.

I was born in Cuba and I came to this country without my parents when I was very young. This country embraced me and provided me with the opportunities to receive an education. As a result, I am able to appear before you today as a professor and an administrator from the University of New Mexico.

My own educational experience, Madam Chairman, is a combination, a mosaic of both the private and public education systems. I attended both Catholic and public elementary and secondary schools and went on to attend public institutions of higher education.

I am here today because I believe that the principal responsibility for the direction and the support of educational programs resides at the State and local levels. I believe that we have a primary responsibility to students and to their families. I am also convinced that the Federal Government has a clear responsibility to provide leadership in addressing critical educational problems through the support of educational research and the dissemination of findings of such research.

Thank you for the opportunity to make a few introductory remarks. I would be happy to respond to any questions that you may have.

[The prepared statement and biographical sketch of Dr. Justiz follow:]

STATEMENT OF

DR. MANUEL J. JUSTIZ

Mr. Chairman, members of the Committee, I am honored to appear before you today having been nominated by the President of the United States for the position of Director of the National Institute of Education.

Since its creation by the Congress in 1972, the National Institute of Education has served as a model for the Federal support of education through scientific inquiry, research, and the dissemination of findings on critical issues facing education.

When the National Institute of Education was merged with the newly-created Department of Education two years ago, this role was recognized in the language of the authorizing statute which stated in part that the Institute's purpose is to "promote improvements in the quality and usefulness of education through federally supported research, evaluation, and sharing of information." Funded through the competitive grant and contract-making process with a heavy reliance on peer review by outside experts, the Institute's research can play an important role in supporting education.

Mr. Chairman, I believe that the principal responsibility for the support and direction of educational programs resides at the State and local levels. We must remember that our primary responsibility is to students and their families. I am also convinced that the Federal government has a clear responsibility to provide leadership in the examination of important national education issues through support for research and dissemination of findings of such research.

The National Institute of Education serves as a model for the appropriate Federal role in education by assisting practitioners rather than by intruding into what is essentially a State and local responsibility. I believe that the Institute should conduct inquiry into those areas practitioners know to be critical to the success of education. The importance of federally-supported research against a backdrop of decline in the quality of education cannot be overstated.

Education represents the underpinning of our society. When Secretary Bell announced the establishment of a National Commission on Excellence in Education last August, he stated: ..."Education of the American people is a solemn responsibility. It is the most important duty of State and local governments. How well we do this will help determine our national future, because education is truly the key to that future."

We, as citizens of the United States, have a stake in seeing that high quality education is available to all of our children and in working to ensure that our educational institutions produce the best for our nation. I am a product of both public and private education. I attended both parochial and public elementary and secondary schools and went on to attend public universities. I know from my own experience that we cannot allow ourselves to either despair or be complacent about an educational system that can and must be improved. The quality of our education today will determine the quality of America's leaders tomorrow.

Nearly two centuries ago, Lord Brougham observed the importance of a citizenry enlightened through education to the governance of a democracy. "Education," he wrote, "makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave."

In the intervening years our country has fostered a deep-rooted and abiding commitment to education through a complex, diverse and vigorous system of interweaving public and private institutions at every level. The accelerating pace of research in industry and society provides us with an abundance of knowledge, but the speed with which this knowledge is acquired and applied is critical if we are to maintain our standing in the world community.

From my own experience as a professor and administrator at the University of New Mexico, I have developed the greatest respect for the research capabilities of our nation. The partnership the Institute has formed with the research community has been an extremely important and helpful one. As we look to the future, however, I think it is equally important that we extend that partnership and involvement to the other constituencies we serve. If confirmed, I plan to work with the Department, the Administration, the Congress and the constituency we serve -- the American people -- to further the goal of quality in education.

I believe that trends across the country toward high academic standards in our schools and the exploration of how to improve the quality of education at all levels have us on the brink of a vigorous renewal of American education which can ensure that our society's requirements for adequate human capital in every category of skill will be met for the remainder of the century.

Improving the quality of education cannot be accomplished without a foundation from which to build. I believe that the research supported and conducted by the National Institute of Education can provide a foundation upon which planners, practitioners and decision-makers can base their work.

Just four weeks ago, President Reagan proclaimed the week of November 14-20, 1982, as American Education Week. Permit me to quote from his statement:

> "The wisdom and foresight of our founding fathers set in motion the greatness of America and the personal liberties we enjoy today. These blessings have thrived because of the value succeeding generations have placed on knowledge and education. For this reason alone, few matters are as critical to the future of our country than the continued success of our educational system."

Thank you for this opportunity to appear before the Committee. I shall be happy to respond to any questions you may have.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: JUSTIZ (LAST) MANUEL (FIRST) J. (OTHER)

Position to which nominated: Director, National Institute of Education

Date of nomination: October 6, 1982

Date of birth: 26 (DAY) 12 (MONTH) 1948 (YEAR)

Place of birth: Havana, Cuba

Marital status: Married

Full name of spouse: Robin Read Justiz

Name and ages of children: None

Education:

Institution	Dates attended	Degrees received	Dates of degrees
Emporia Ks State Univ.	1965-1970	B.A.	1970
Emporia Ks State Univ.	1971-1973	M.S.	1972
Southern Illinois Univ.	1975-1976	Ph.D.	1976
(Completed Degree Requirements in September, 1976)			

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Phi Delta Kappa - University of New Mexico

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
American Educational Research Assoc.	1982 Co-Chairman Div A: Administration	1979-1982
Phi Delta Kappa	None	1980-1982
Inter-American Society for the Study of Educational Administration	Founding Member	1979-1982
Appointed by President Reagan to the Inter-Governmental Advisory Council on Education	Executive Committee Member	06/82-07/83
Appointment to Albuquerque Public Library Board by Mayor Harry Kinney	Board Member	1982-1985
Member of Hispanic Chamber of Commerce	None	1980-1982
Member-Albuquerque Opera Theater Board	Board Member	1979-1980
Member of the All Faiths Receiving Home	Board Member	1978-1980
American Association of Higher Education	None	1982

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

08/79-Present	Director, Latin American Programs in Education, College of Ed., University of New Mexico, (UNM) Albuquerque, New Mexico
08/78-08/79	Assoc. Director, Latin American Prog. in Ed. UNM
08/77-08/78	Assoc. Dir., Multicultural Ed. Center, UNM
08/76-08/77	Research Dir. (50%) Occupational Survival Skills for Hispanic Amer. Research Proj., Dept. of Higher Ed., Southern Illinois University, Carbondale, IL
08/75-08/77	Prog. Dir. (50%) Lilly Endowment Higher Education Program, National Indian Education Assoc., Minneapolis, MN
08/75-08/76	Graduate Assist. to the Chairman, Dept. of Higher Education, Southern Illinois University, Carbondale, IL
08/74-08/75	Research Intern/Program Officer, Lilly Endowment, Inc. 2801 North Meridian, Indianapolis, IN
08/73-08/74	Director, TIII Program, Haskell Indian Jr. College, Lawrence, KS
08/72-08/73	Asst. to Director, Teachers Corps, Emporia Kansas State Univ. Emporia, KS
08/71-08/72	Admissions Counselor, Office of Admissions and Records, Emporia Kansas State Univ., Emporia, KS
11/70-08/71	Chemist, Water Treatement Plant, City of Emporia, Emporia, KS
06/70-10/70	Active Duty - ARNG Basic Training and AIT, Ft. Leonard Wood, MO

Government experience: List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Inter-Governmental Advisory Council on Education 06/82-07/83

SELECTED Published writings: List the titles, publishers and dates of books, articles, reports or other published materials you have written.

"Necessary Conditions for a Multicultural Perspective in Teacher Education," Educational Horizons Journal, Bloomington, Indiana, (September, 1980), with David W. Darling.

"Easing Tensions on the Border," Community and Junior College Journal, Washington, D.C., (September, 1980).

A Directory of Hispanic and American Indian Higher Education Programs, University of New Mexico, Albuquerque, New Mexico (September, 1980) with Paul E. Resta, Thomas R. Hopkins, and Dillon Platero.

Panorama De La Education Superior En America Latina Y Estados Unidos, University of New Mexico, Albuquerque, New Mexico, (August, 1981), with editors Efren Gonzalez, Fernando Hernandez, Gloria Macabeo and Luis Macabeo.

"The Embassy Car Was Waiting," CENTURY: A Southwest Journal of Observation and Opinion, Albuquerque, New Mexico (September, 1982).

Political affiliations and activities: List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

1981-82 Member of the Finance Committee for the Re-Election of Manuel Lujan - NM

1981-82 Member of the Finance Committee for the Re-Election of Senator Harrison Schmitt - NM

1982 Member of the Republican Presidental Task Force

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

I have requested an 18 to 24 month of leave of absence without pay from the University of New Mexico to cover my period of employment with the Government. This leave of absence has been reported to the Department in order to meet the requirements of 18 U.S.C. 208b.

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

See Above

3. Has a commitment been made to you for employment after you leave Federal service?

Upon completion of Federal service I plan to return to the University of New Mexico.

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

From 1981 to 1982 as co-owner of EDTEC Inc., I provided technical services to developing post-secondary institutions under awards they received from Title III. EDTEC, Inc. is a small educational training and evaluation consulting firm of which I was a partner. As of October 25, 1982, I divested myself of all interests in EDTEC, Inc.

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

I have divested myself of all interest in EDTEC, Inc. and do not expect to have any connection with these matters during my tenure as Director of NIE.

Senator HAWKINS. What role do you see for the Statutory Policy Council within the agency?

Dr. JUSTIZ. As you well know, Madam Chairman, the Congress mandates that the National Council on Educational Research serve as the policymaking body to the National Institute of Education, to provide direction and leadership for the Institute as well as to review its conduct. As the Director of NIE, I would foresee working very closely with the members of the National Council on Educational Research in setting policy and providing leadership in refining future priorities for the Institute.

Senator HAWKINS. I want to tell you how much I support you. In the Third Judicial District in Florida, we now have the first Latin marshal, Carlos Cruz. This is a phenomenon that is coming—great Cuban Americans. We welcome you and your contribution to, as you say, the mosaic.

We have questions from other Senators. Senator Denton has handed me several he would like me to ask, but I see that Senator Humphrey has joined us.

Do you have questions for these witnesses, Senator?

STATEMENT OF HON. GORDON J. HUMPHREY, A U.S. SENATOR FROM THE STATE OF NEW HAMPSHIRE

Senator HUMPHREY. Thank you very much, Madam Chairman.

Senator HAWKINS. Please speak into the microphone.

Senator HUMPHREY. I have a number of questions for Mr. Justiz. Let me begin first, however, by congratulating him upon his appointment.

Mr. JUSTIZ. Thank you, Senator.

Senator HUMPHREY. Frankly, I had hoped for the appointment of Robert Sweet, but I am not President——

Senator HAWKINS. Yet.

Senator HUMPHREY. That is always implied when you are listening to a Senator.

But there are a number of us on the committee who are concerned about the direction in which you will lead the Institute of Education. We view that as the bow of the ship with respect to educational policy, at least in the very important position you will occupy. It is much more important than many people realize and far more important than the relative obscurity of the post in the total scheme of things here in Washington might suggest.

So, inasmuch as we are curious about where you are going to take the Institute—and I apologize for not being here at the outset. Perhaps you have already answered this, but in any case, I will ask you, what areas do you believe the Institute should be focusing on over the next several years?

Mr. JUSTIZ. Senator, as you are well aware, the Institute's congressionally mandated priorities are to further educational opportunity and the improvement of educational practice. I am committed to working very closely with the Members of Congress to insure that we are being as responsive as we possibly can be to those mandates.

Senator HUMPHREY. What do you see as those mandates?

Mr. JUSTIZ. I see those mandates addressing the need to improve student achievement in the basic skills. I see a complementary relationship between the Institute's congressionally mandated priorities and Secretary Bell's priority improving the quality of American education.

I am concerned about the deficiencies we are seeing in our country today in the area of basic skills instruction. I think that we must continue to work aggressively to improve student achievement in the basics of reading, writing, and mathematics.

I call your attention to the current efforts being conducted at the Institute to synthesize the research that has been done in the area of reading.

Some of my colleagues at the Institute have called it something similar to a Surgeon General's report on reading. I believe that is a noteworthy effort that has a great deal of merit, and one that certainly warrants continued support.

I am concerned, as all of us are who value the importance of education historically, about the deficiencies we are seeing in schools in the area of basic skills.

Fortunately, the recent report completed by the National Assessment of Education Progress has some goods news. The good news is that we are beginning to see some improvement in student achievement in the basic skills, particularly up to the ninth grade level.

However, with the good news, we also have some bad news. That is that the higher order skills such as reading comprehension, cohesive and persuasive writing in our youngsters are declining. In other words, students may be learning the mechanics of how to read more effectively, but they are now having greater problems in comprehending what they have read.

Senator HUMPHREY. Good.

Mr. JUSTIZ. That is just one example of the focus of NIE's research efforts. Additionally, I plan to focus our efforts on effective teaching practices, effective schools, and strengthening the role of the family in the educational process.

Senator HUMPHREY. Let me ask you essentially the same question by asking what changes you intend to pursue over the present policies pursued in the last year at the Institute.

Mr. JUSTIZ. Senator, I do not have any changes in mind. I think that my role as Director of the Institute will be a demanding and challenging one. I will be working very closely with the National Council on Educational Research in reviewing the conduct and current activities of the Institute and in refining future priorities for the Institute.

I personally feel very good about the research that is being conducted at the Institute. I am committed to the goal of excellence in education, and to improving—always striving to improve the levels of professionalism and quality both in terms of the research that we support as well as what the Institute should exemplify.

I believe that NIE should represent and exhibit the highest standards of professionalism, integrity, and quality in the activities that we support, and I certainly will strive very hard to achieve the highest standards that we can possibly achieve, Senator.

Senator HUMPHREY. Good.

What I am getting at, however, is more of the philosophical approach to the Federal role in education. Are you aware of the change in the tenor or philosophy at the Institute over the last year?

Mr. JUSTIZ. Yes, Senator, and I feel good about it. I totally support the President. I feel that the primary responsibility for the direction and the support of education resides at the State and local level.

We must not forget the lessons of the past. There was a lot of merit to the one-room schoolhouse. Although we can never go back to the one-room schoolhouse, the notion of a vested interest on the part of parents and students in education is what has made this country great and has allowed us to grow and to foster the kind of great nation that I think we live in today.

Senator HUMPHREY. I am not quite sure I have an answer to the question, however. Do you support the philosophical approach that has characterized the administration of the NIE in the last year or so?

Mr. JUSTIZ. The Institute's approach of enhancing the role of the local school districts and insuring that the Institute provides the very best information available to practitioners, parents, and local communities, so that the very best decisions are made at the locan level, is an approach I support.

Senator HUMPHREY. Do you intend to support that point of view that, as much as possible, educational responsibility should be at the local level?

Mr. JUSTIZ. Absolutely, Senator. I totally support the President, and I would not think of appearing before you today in these great chambers if I were not totally committed to that philosophy and the belief that the best decisions in education are made at the local level.

Senator HUMPHREY. Fine. I am glad to hear you say that.

Do you plan any changes in the staffing in the upper echelon at the Institute?

Mr. JUSTIZ. Senator, I think that one of the greatest challenges that lies before me is to try to understand the Institute in the best possible manner. I think I have a great deal to learn from the Institute.

I certainly have been impressed by the caliber of the staff at the Institute. I am both excited and challenged by the prospects of working closely with the staff in finding ways of improving the quality of NIE's research efforts and the ways in which the Institute can serve, in a better way, the American people.

Senator HUMPHREY. Fine. Those are excellent sentiments. However, you are going to find very quickly, in taking your position, that the National Education Association wields a lot of weight in this country and this city, and they do not like what has been going on at the National Institute of Education and probably want to go back to the old ways of promoting more and more, greater and greater Federal roles in education. I hope that you will prove tough enough to translate the words you have expressed into concrete action in that position.

I also want you to know—and this is why I ask the question—that I and a number of members of this panel believe that the acting director, Mr. Robert Sweet, is a man well qualified, who has turned in an excellent performance, and who is absolutely in accord with the President's philosophy on education and the Federal role. We believe his performance merits continuation in his permanent position there. He is deputy director or some such thing—acting director—but his permanent position is deputy director, and we believe that he merits continuation.

I think that any attempt to oust him—and there has been already that effort among certain officers in that Agency—will be read by many of the President's supporters as a change in direction and a sellout of the principles that have guided the change in the way that that Institute has been run in the last year or so.

So I want to put you on notice, respectfully, that that situation will be watched and will be read, I believe, as I have characterized—that is, if there is an attempt to oust him, that will be read as a change in policy, and that will not be well received by those who support the President's point of view on education.

Mr. Justiz, what role do you believe that parents have in the educational system?

Mr. JUSTIZ. I think that the greatest learning takes place within the family unit, and I think that any time that we, as educators, can enhance and support, and provide the tools that parents might use to educate their children—I think we are strengthening the process.

I gave an example, Senator, of the one-room schoolhouse, because it is a very clear example to me of a set of conditions in which parents, grandparents, and the family had a vested interest in education. I think that is the very core of the success that we have had in education throughout history.

It is important to remember lessons of the past. We must remember the lessons of history and try to safeguard those principles that have made education great in our country.

Senator HUMPHREY. Do you believe that parents, as much as local jurisdictions, have a primary role in the educational process?

Mr. JUSTIZ. I think that parents have a principal role in the educational process. I also think that the National Institute of Education should be understood and be known for serving the needs of the American people.

I think that the Institute over a period of time has done a very effective job of establishing communications from researcher to researcher, and I believe that the research community is an important constituency of NIE, but it is not the only constituency we serve.

NIE is really there to serve the needs of the American people in the broadest sense of the word—to work with parents, students, practitioners, and local communitics, to work with Congress in finding the very best possible way of supporting the efforts at the local level.

Senator HUMPHREY. Fine. I am glad to hear you say that.

Too often, because they are well organized, I suppose, professionals in various fields, not just education, dominate the debate and the agenda for that matter, and I hope that you will remind yourself from time to time that you are serving a very broad constituency and not just the professionals and the researchers who have a high stake in the decisions of your institute.

Madam Chairman, I do not mean to overstay my welcome. I think this is an important nomination, and I do have a number of questions, some that have been asked by other Senators. What is your wish?

Senator HAWKINS. We have 20 questions by Senator Denton that will be submitted in the record, and all Senators have questions to be submitted for the record, and all the nominees have been advised to respond to them in writing, since we have 20 nominees today.

Senator HUMPHREY. If I may, I would like to continue for a few more, if I might have your indulgence.

Senator HAWKINS. Surely.

Senator HUMPHREY. Mr. Justiz, what is your opinion on education programing which focuses on values clarification?

Mr. JUSTIZ. I think that is an important area that needs to be addressed and I plan to work closely with the National Council on Educational Research and my colleagues at the Institute.

Senator HUMPHREY. You have a background in education. This concept and practice of values clarification is not something new to you. Surely by now you have some pretty strong ideas one way or another about values clarification and the propriety of such programs in the schools. Would you share your thoughts on that?

Mr. JUSTIZ. Senator, when I summarized my prepared statement, I indicated that I am a mosaic of both the private and public education system. I was raised in Catholic and public schools at the elementary and secondary level and, in fact, attended a seminary in Santa Fe, N. Mex., for 2 years. I think that speaks for itself with respect to my beliefs and my sense of values in my own educational experience.

At this point I am not fully aware of what the Institute has done or is currently doing in this area. However, I would certainly be happy to report back to you with this information.

Senator HUMPHREY. The point is that you are going to be the director, and so it is largely going to be doing what you direct it to do. I am wondering what your thoughts are on values clarification. Do you believe it is the role of the schools to teach values or the role of parents and communities?

Mr. JUSTIZ. I believe very strongly in values—belief in God, and patriotism, and belief in the family.

Senator HUMPHREY. I am asking, Mr. Justiz—and excuse me for interrupting you, but time is limited, and I am trying to focus on the questions I am asking. I am asking for your opinion as the almost-director of the Institute. Is it your opinion that those values taught by parents and community should be respected in schools or that there should be efforts to encourage students to substitute their own values or perhaps those of teachers? That is the question.

Mr. JUSTIZ. I believe that the values of parents, home, and community must be part of the educational experience.

Senator HUMPHREY. Should those values—

Mr. JUSTIZ. As I said Senator, and forgive me for interrupting you, in my own educational experience, I grew up in the midst of a system that perpetuated and presented values that we all shared and believed in and held in the highest regard.

Senator HUMPHREY. You are not answering my question. Do you believe that the educational establishment should respect the values taught by parents and community, or should they concentrate on having children question those values and set their own values?

Mr. JUSTIZ. Respect, Senator—respect. I think that is what I have been trying to say, and apparently I have not done it very well, and I apologize. Schools should be in a position of respecting the values of parents, home, and community.

Senator HUMPHREY. That is quite all right. You have just said it, and I thank you. I appreciate your directness.

I believe the rest of these questions, Madam Chairman, can be submitted in writing, if there is a time constraint.

Senator HAWKINS. There is a time constraint, and I would like to say that several of the questions that you asked—Senator Denton's are identical, so possibly you could put them both together when you answer them.

Senator HUMPHREY. May I just say something in conclusion?

Senator HAWKINS. Surely.

Senator HUMPHREY. Thank you, Mr. Justiz. I apologize if I was a little bit rough on you. You will get used to that around here, I guess—not from me necessarily, but time is of the essence, and we have to get right to the heart of things that are of interest to us.

I am sorry if I cut you off, but I think these are some important things.

Let me just say finally that I wish you well. I hope that you are able to fulfill the promises implicit in what you have said this morning. This committee has oversight. We do too little of it, but I think this is one area in which we will be exercising adequate oversight. At least I can say so from the point of view of this Senator, and I thank you. I wish you well—all of you.

Senator HAWKINS. Senator Humphrey, I would like to say for the record that the gentleman you mentioned, Mr. Sweet, visited my office, and when asked by a staffer if he would stay if he were not nominated to be the director, stated he had a position in New Hampshire to which he would go.

Senator HUMPHREY. Fine. But inasmuch as he has done an exemplary job, in my opinion, I think he should have that option.

Senator HAWKINS. He has that, and that is what he told our staff.

Senator HUMPHREY. I think the decision should be his. I do not want to see him forced out, to put it bluntly.

Senator HAWKINS. That was the question—what would be his decision were he not chosen to be director. His decision would be to go to New Hampshire, to an offer he already had. The option is up to him and to Dr. Justiz, I am sure.

Thank you for your interest, Senator Humphrey.

All other questions—I was going to ask some of Senator Denton's but about 12 of them were identical, so if you will just combine them—I sense, Dr. Justiz, your deep commitment to searching for practical and pragmatic solutions to these vexing problems that are before us today and join with Senator Humphrey in putting everyone on notice that education will be oversighted by this committee, because we have so much interest in it at this point in time, where we are trying to catch up in a world where we are being outproduced in everything except agriculture, and we feel maybe we should go back to the basics, as you stated, and especially we are going to oversight the role of scientific education in elementary and secondary schools. I would like to tell you that at this time.

I do support your nomination.

[Responses to additional written questions submitted to Dr. Justiz by Senators Denton, Nickles, and Humphrey follow:]

RESPONSES TO SENATOR DENTON'S QUESTIONS

1.Q. Dr. Justiz, what do you consider to be the most serious problems in education today?

A. The National Institute of Education will continue to support research in the basic skills and improving the quality of education. Senator, I feel that the single most serious problem confronting our educational system is illiteracy. A growing number of our high school graduates today are functionally literate. Although we have made significant progress in alleviating this problem and while we have learned a great deal about effective teaching and improvement in the basic skills, we need to learn a great deal more.

2.Q. Do you believe NIE has done anything to address these problems? (If so, what; if not, what should it be doing?)

A. Since the Reagan Administration took office, the Institute has begun to address problems and has made substantial progress, particularly in the area of effective schools and basic skills instruction. The National Assessment of Educational Progress has shown student achievement on the basics of reading, writing, and mathematics to be improving among younger students which is an encouraging sign. However, a problem at all age levels is achievement in the higher order skills needed for academic learning, such as reading comprehension, cohesive and persuasive writing, and analytical reasoning and problem solving. NIE's research programs on the basic skills have provided important new discoveries of how students learn.

Certainly I believe that a great deal more work has to be done in an effort to understand better the relationship which exists between learning the basic skills and learning the higher order skills and how these can be best taught.

An even greater challenge will be to provide more effective ways to disseminate research findings to practitioners and parents and to insure that NIE becomes more responsive to the local needs at the local level.

3.Q. Should schools try to improve society, as John Dewey wanted? If so, how?

A. I am not confortable with John Dewey's philosophy on the school and society. Rather, I believe that the family is primarily responsible for the education of our children and that the schools should play a supportive role.

4.Q. Do you believe education can be value-free?

A. As I indicated during my confirmation hearing, it is my view that schools should be in the position of respecting the values of parents, home and community and, therefore, should not impose sets of values on students that may be in opposition or conflict with the family. I believe that education must honor and respect the values of the family while emphasizing the basic values of our society such as fairness, equality, tolerance, courtesy, honesty and responsible citizenship.

5.Q. What do you think about the various ideas to inject competition into American education? I refer specifically to tuition-tax credits and vouchers. Does public education need competition?

A. I believe that both of these concepts are aimed at opening up our educational system by encouraging family choice, fostering diversity, and increasing the responsiveness of our schools, both public and private. I fully agree with Secretary Bell's statement that tuition-tax credits would foster healthy educational competition while protecting diversity. It is important to remember that parents are the best decision makers when it comes to their childrens' education.

6.Q. What do you perceive to have been your predecessor Ed Curran's major goals for NIE and for educational research? Do you intend to adhere to the same goals should you be confirmed as NIE Director?

A. As I stated at my confirmation hearing, I believe that there is some very good research currently being supported by the Institute, particularly in the area of excellence, one of the goals of my predecessor, Ed Curran. His focus on excellence complements both Secretary Bell's priority of improving the quality of education and the Institute's Congressionally-mandated priorities.

As the Director of NIE, I intended to work very closely with the members of the National Council on Educational Research, the Institute's policymaking board, to review the conduct and current activities of the Institute and to provide leadership in refining the future priorities for NIE's research.

7.Q. As a practicing researcher, did you ever use any of the results of NIE research?

A. Although I have not used the Institute's research in a direct way for instructional purposes at the University of New Mexico, I am cognizant of the work supported by NIE and have followed much of the research with great interest. One of my goals as Director of NIE will be to look at more effective ways to disseminate our research findings to practitioners, as well as parents and communities, so that educators, such as myself, can make better use of NIE's research.

8.Q. The problem of illiteracy has been prominent in the press recently. What does educational research have to say about this problem? Do you have any suggestions as to how this devastating problem should be combatted? Why is it that illiteracy has increased at a time when more people are attending more and more levels of schooling?

A. The National Assessment of Education Progress (NAEP) has shown student achievement on the basics (reading, writing and mathematics) to be improving among younger students. However, a problem at all age levels is achievement in the higher order skills of reading comprehension, cohesive and persuasive writing, and analytical reasoning and problem solving. I am hopeful that NIE will be able to provide insight into how these skills can be systematically taught and effectively learned, much the way the Institute's research on basic skills has been helpful in raising achievement levels in that area.

I believe the notion that students and parents having a vested interest in the education process has been a critical factor in improving the effectiveness of our schools and in strengthening the educational process. We must find ways to strengthen the role of the family in education and we must not forget the fundamentals of education in our country. Although significant progress is being made in what we have learned about effective teaching and improvement in the basic skills among our young people, we need to learn more about the subject of adult literacy. Last Fall, Secretary Bell testified before the House Subcommittee on Postsecondary Education on this subject. The number of adults in this country who are functionally illiterate is large, and growing. According to statistics, 26 million adults are functionally illiterate and an additional 46 million do not function proficiently. A total of 72 million Americans function at a marginal level or below.

As I begin working with the National Council on Educational Research to refine the Institute's future research priorities, I believe it will be important to pay close attention to the research needs addressing the problem of illiteracy both in terms of our schools as well as in terms of the adult population.

9.Q. Is education research, or can it be made to be, a "science"?

A. Research in education, in my view, is not a science in itself, but rather a multi-disciplined field of inquiry which uses the tools of various academic disciplines to develop new knowledge about the subject.

10.Q. The National Association for Neighborhood Schools has charged that NIE's desegregation research has been heavily dominated by advocates of forced racial busing. Do you agree? If so, what will you do about it?

A. I am not aware of the charge made by the National Association for Neighborhood Schools. However, when I assume my duties as NIE's Director, I will look into the matter.

11.Q. Critics of NIE have charged that it is dominated by social scientists, especially psychologists. Do you agree? What should be done to enlarge the role of other professions, such as history and philosophy, in educational research?

A. I have heard this charge but have not the opportunity to review the matter. I concur that it is essential that we encourage and maintain diverse academic perspective in educational research and as the Director of NIE, I plan to promote such diversity.

12.Q. Because the family choice of public or private schools is a topic under investigation by NIE, do you believe that, on the whole, private schools are doing a better job than public schools of educating children today?

A. The Coleman Report suggests that when certain features characteristic of successful private schools are found in public schools, both public and private schools provide effective education for their students. These features are:

- o strong principal leadership;
- o a structured and orderly environment;

- o high expectations for student achievement on the part of parents, students and teachers;
- o homework which extends the time spent on academic tasks;
- o a good assessment system to evaluate student progress.

13.Q. A recent Gallup Poll indicated that 45 percent of the parents with children in public schools would choose to send those children to private schools if they could afford it. Why do you think this many parents feel that way, and do you consider this an indictment of our public schools?

A. Parents want the best possible education for their children. I believe that parents are seeking schools which have high learning expectations for the students, orderly environments in which to learn, schools where academic goals are clear to teachers, students, and parents and where maximum time and effort are devoted to achieving these goals. There are both public and private schools that have these characteristics and we must seek ways to make such excellence in education available to all of our children.

14.Q. Beginning in 1985, the Institute's contracts for its regional labs and centers are to become competitive. There is often concern when such transitions occur that the specifications of the new contracts or the weighting of evaluation criteria for them is arranged to ensure that most of the former recipients will continue to receive the contracts awards. Do you plan to take steps to ensure the genuine fairness and competitiveness of this process?

A. I most certainly plan to take any and all steps necessary to ensure a fair and competitive process. Further, I am committed to ensuring that the highest standards of quality and integrity are met, not only by the recipients of the awards, but by the R&D services they will be providing to the field.

15.Q. Section 405(E)(5) of the General Education Provisions Act gives the Director authority to hire "excepted services" personnel for terms not to exceed three years. It is my understanding that past practice was to continue the employment of many of these individuals, in effect, indefinitely, but that the Acting Director, Mr. Bob Sweet, has returned to the three year statutory limit. What would be your position with regard to this practice?

A. I agree with the Congressional intent that the excepted service was designed to provide relatively short-term, highly specialized, expertise in topical areas which the Institute is currently conducting research. I feel that is it important that the Institute have vitality and new perspectives. I agree with the notion that most contracts should not exceed a three-year period. Only under unusual circumstances would I consider a need to renew an individual's contract beyond the three-year limit.

16.Q. Do you disagree with any of the provisions of the excepted personnel policy directive now in effect? I so, would please elaborate?

A. I fully agree with the provisions of the current excepted personnel policy. I am aware of the responsibility inherent in administering such a policy, and I can assure you that as the Director of the Institute I will carry out this policy in a manner that will provide the utmost of integrity, objectivity, and professionalism necessary to obtain the most qualified individuals.

17.Q. Do you feel that the contract/grant reviewers should as a matter of policy have professional educational research involvement in order to be properly qualified, or should other educators and lay persons also be able to take part in the process?

A. Yes, I believe that it is essential that other educators and lay persons have the opportunity to also participate in the review process.

18.Q. Do you disagree with any of the contract or grant awards which were made by NIE during the past year, and if so, could you please elaborate?

A. In the relatively short period of time I have had to familiarize myself with the Institute's activities, I have not had the opportunity to review, in detail, the current NIE awards. Upon assuming my duties as Director, I will certainly do so.

19.Q. What research priorities will you set for the Institute in the coming year?

A. As I have indicated previously, I feel that the research being supported by the Institute is of a high calibre. As Director of NIE, I plan to focus our research efforts on improving student achievement in the basic skills, effective schools, and effective teaching practices. Above all, I plan to look at more effective ways to disseminate our research findings to practitioners, parents and the communities. I plan to work within both the parameters of NIE's Congressionally-mandated priorities and the Secretary's priority of improving the quality of education.

I look forward to working towards our mutual goal of ensuring that a high quality education is available to all of our children.

20.Q. Given that just about all of us, educational researchers included, possess philosophical biases and strong feelings about the burning issues of our professions, do you feel there is any way to ensure a balance of viewpoints among those who review a given contract or grant application, and is such a balance desirable?

A. Not only is such a balance desirable, it is absolutely essential to maintaining the objectivity, accountability and stability in the review process. As I have stated previously, as Director of NIE, I plan to promote diversity among the reviewers to ensure that a balanced perspective is maintained.

21.Q. Section 405(b)2)(F) of the General Education Provisions Act makes an item of priority "encouraging the study of languages and cultures and addressing both national and international education concerns." Could you describe how the Institute has in the past and will in the future respond to this concern for a citizenry more fluent in foreign languages and more conversant with the cultures of foreign nations?

A. Very little research has been done in the area of foreign language instruction and the assessment of foreign language ability. When the National Institute of Education was reauthorized in 1980, the Congress amended the priorities section of the legislation by directing the Institute to address the inadequacies of the American educational system in fostering an understanding of foreign languages and cultures.

The Institute's budget, over the past two years, has precluded any major emphasis in this area. However, NIE has done some limited research on two very important issues of language attrition, that is to say, the ability of a student to retain a foreign language, and the problem teachers have in assessing the foreign language capabilities of their students. As Director of NIE, I want to work more closely with both the National Council on Educational Research and the Department of Education in determining more effective ways for us to address this issue within the confines of the Institute's fiscal resources.

22a.Q. Section 405(b)(2)(G) makes the dissemination of research findings also a priority activity. Could you please describe the Institute's past and future activities in this regard. Also, do you feel the Institute has in this matter any responsibility to assess the soundness or validity of research and development results sponsored by it before it places these in its dissemination system, and if so, could you describe any present or planned procedure for such assessments?

22b.Q. In this regard, I understand that many contracts and grants provide first for the development of a model or other product and then for its dissemination through conferences, media exposure, networks, etc. Is this the case at NIE? If so, do the Institute's contracts contain provisions allowing it to disapprove dissemination if the product or finding does not meet its standards of quality, objectivity, etc.? Finally, has the Institute ever declined to disseminate or has it ever blocked dissemination of a product or finding where such dissemination was called for by contract or was required by the contractor or grantee? If so, would you supply details please?

A. I understand that one criticism of the Institute has been the inability to effectively disseminate research findings to practitioners and parents.

One of the highest priorities for the Institute under my direction will be the dissemination of research to the State and local education system, so that they may apply the research that is most appropriate for their individual use.

It is not the policy of the Institute to make judgments as to the soundness or validity of the research disseminated, but to leave these judgment to the consumers of the research findings, particularly the State and local education agencies. As you know Senator, President Reagan's Administration is committed to reducing the regulatory or prescriptive nature of the Federal activities particularly in the field of education and to leave these judgment to the State and localities that have the responsibility for administering these education programs.

RESPONSES TO SENATOR NICKLES' QUESTIONS

1. Q. If the Administration sought to reduce funding for the National Institute of Education, what would your position be?

   A. The Administration's FY 1983 budget request for NIE is $53.6 million, approximately the same level of funding as FY 1982. In this time of economic hardship, serious choices must be faced in allocating our scarce government resources. I am cognizant of the need to absorb reductions in our programs in order to bring about economic recovery. Should the Administration seek to reduce the level of funding for NIE, I would, of course, support that decision.

2. Q. The President has made it clear that he would like to abolish the Department of Education. Do you agree wholeheartedly with this stand? Why?

   A. I support the President in his desire to abolish the Department of Education. As I stated at my confirmation hearing, I believe that the principal responsibility for the support and direction of educational programs resides at the State and local levels. Our primary responsibility is to students and their families. However, I also believe that the Federal government has a clear responsibility to provide leadership in the examination of important national education issues through support for research, development and dissemination.

3. Q. Dismantling the Department of Education is not a very popular idea among many educators. Have you ever taken action or written anything to try and convince the education community of your position on this matter?

   A. My role as an educational researcher, teacher and administrator of large and complex international projects has not afforded me with many opportunities to take an active public role with the educational community on this issue.

4. Q. You are a member of the American Educational Research Association. This group has taken a public stand opposing any cuts for the NIE. Have your agreed with their position?

A. My primary affiliation with the American Educational Research Association has been that of an academician and researcher. The primary purpose for my affiliation with AERA has been to conduct research to disseminate my findings to colleagues and educators at all levels. I have not served on any AERA board or group charged with making decisions or recommendations related to public policy. My own personal view as a researcher has been that of strongly supporting the President's recommendation for the funding of NIE.

5. Q. Do you think that the government should be funding programs or research on sex education?

A. I believe that the research efforts of the Institute should focus on the most appropriate use of our resources in confronting the challenges of achieving educational excellence for all our children. Further, I believe that research should focus on effective schools, effective teaching practices and improving student achievement in the basic skills, including reading, mathematics and science.

6. Q. Do you think that the government should be funding programs or research on values education or clarification programs?

A. As I indicated during my confirmation hearing, it is my view that schools should be in the position of respecting the values of parents, home and community and therefore should not impose sets of values on students that may be in opposition or conflict with the family. I believe that education must honor and respect the values of the family while emphasizing the basic values of our society such as fairness, equality, tolerance, courtesy, honesty and responsible citizenship.

7. Q. If there is research ongoing in NIE on either of the above subjects, would you work actively to restrict or stop such research contracts?

A. I am not aware of any ongoing research at NIE in the above areas. However, upon assuming my duties as Director of the Institute I believe that the major emphasis of NIE's research should be on helping to understand and facilitate the achievement of high levels of competency in the basic skills and the promotion of educational excellence.

8 & 9 Q. The Department of Education has made grants to such highly political organizations as the National Organization of Women, Planned Parenthood, and the Feminist Press. Do you think that the Department of Education should be giving grants to these kinds of organizations?

If NIE, has any contracts to any of the above or similar political organizations, would you work to restrict or stop the funding?

A. The National Institute of Education has not awarded any grants or contracts to the above-mentioned organizations. Nor do I believe that this is an appropriate use of NIE funds. I feel that we have an obligation to the American people to ensure that Federal funds are not being used to form or further political biases. As an educational researcher, I strongly believe that high quality educational research can only be done by individuals or organizations that are objective and dispassionate about the results of their research endeavors.

10. Q. Do you think that NIE should continue to contract for research on social and educational effects of busing for inter-racial purposes?

A. It is my understanding that NIE is not currently engaged in research on the effects of busing on our children. However, I believe that any research at the Institute should be conducted in the context of looking at the factors that may either facilitate or inhibit the development of basic skills or the promotion of educational excellence in our schools.

RESPONSES TO SENATOR HUMPHREY'S QUESTIONS

1. Q. What areas do you believe the NIE should be focusing on in the next few years

A. (This question was addressed at the hearing.)

2. Q. What if any changes in the NIE's current focus are you contemplating?

A. (This question was addressed at the hearing.)

3. Q. Do any changes in the NIE's focus which you are considering involve changes in NIE's staffing? If so what are they?

A. (This question was addressed at the hearing.)

4. Q. One of the greatest problems in education today is the ever growing need for qualified science and math teachers. What is the role of the NIE in addressing this problem?

A. Senator, the shortage of qualified science and mathemathics teachers is well known and of great national concern particularly given the rapid acceleration in the use of science and mathematics in business and industry and the fact that these shortages have grown to be of crises proportions. New technology has extended scientific applications and altered the perception of these disciplines in the board rooms of our largest and most well know corporations. Unless our nation is able to improve the teaching of science and mathematics, and teaching competency in these areas, the impact on our economy and society at large will be a misfortune of significant proportions. As noted by Glen Seaborg, a Nobel prize winner in chemistry, the impact of the current situation and its effects was recently characterized as "unilateral economic disarmament."

NIE has a responsibility to provide leadership in addressing these critical education problems through the support and conduct of educational research which can help identify new approaches to increasing teacher competencies and retention in math and science areas. Through research a number of possible models may be studied such as the utilization of the private sector and the involvement of qualified professionals from the business and retired sectors who can function as teachers in our schools.

5. Q. What do you perceive as the role of the NIE in moving toward the computer age and teaching computer technology in the schools?

A. I am cognizant of the recent study completed by the Office of Technology and Assessment of the United States Congress and the concern they have raised in terms of educational technology. As Director of the Institute, I would work closely with members of Congress and the OTA staff to be sure NIE addresses the critical research questions related to the impact of educational technology on schools, teachers, student achievement, and the community. I believe that there is a great deal more we need to know before we venture aggressively into this area.

6. Q. One of my constitutents has suggested that having computer and ham radio clubs in the schools would go a long way toward increasing young people's interest in science math and technology. How do you feel about this suggestion?

A. It has long been known that special student activity organizations such as science clubs are an effective means of promoting more intensive learning in a particular field. I am encouraged at the present growth of children's science and technology related organizations (such as Computer Clubs), and I personally endorse and support the expansion of such activities in the school and community.

7. Q. What do you believe to be the state of teacher education in this country? What do you believe the NIE's role should be in working with teacher education programs? Do you have a specific agenda for this type of program?'

A. I think there has been an erosion of public confidence in the teaching profession and that there is great concern that the teacher education programs do not reflect the state-of-the-art knowledge of the best ways to teach and of the student learning process. But at the same time it is clear that teacher education programs are not attracting the highest academically qualified people. I believe in part this is due to the lact of economic incentives and the trend of academically qualified women moving into the more lucrative fields of businesss, law, and medicine which were not as readily available to them a decade ago.

If we are to improve the quality of education in this country, as I believe we can and must, no single ingredient is more essential than an effective teacher. The Institute's research and dissemination activities in the area of effective teaching and the learning process can help revitalize the field of teaching.

NIE should support research that will help schools find ways of attracting more academically qualified students to enter the teaching profession while realizing that historically teachers have been perceived as respected leaders in their communities. It is paramount that we also reach out to practitioners and parents and communicate the findings of reasearch so that teachers can improve their techniques and parents may clarify their expectations of the teaching process. The NIE should also continue to study the relationship which exists between effective schools and effective teaching and what is actually taught in pre-service teacher education programs. Through this type of research and through the establishment of an ongoing dialogue with teacher education institutions, NIE can help assure that our nation's teachers are among the best prepared in the world.

8. Q. What is your opinion of education programming which focuses on values clarification to encourage young people to make their own decisions? I am particularly interested in this in the field of alcohol and drug education.

A. As I have previously indicated, I believe that schools should be in the position of respecting the values of parents, home, and community and therefore should not impose sets of values on students that may be in conflict with the family. I believe that education must honor and respect the values of the family while emphasizing the basic values of our society such as fairness, equality, tolerance, courtesy, honesty, and responsible citizenship.

I, like yourself Senator, am also particularly concerned about the alcohol and drug problem among students, even at the elementary schools level, and feel that the families and state and local school districts need to have the benefit of every bit of available research to help them address the problem. I firmly believe that if we can strengthen the role of the family and heighten the vested interest of the parents in the education process it will be a good step toward addressing this problem.

Senator **Hawkins**. We will now turn to Mr. Elmendorf.

Mr. Elmendorf is the nominee for Assistant Secretary for Postsecondary Education. Senator Hatch has asked me to express his personal pleasure at this decision of the President to nominate you for this position in the Education Department. He wants you to know that you have his strong personal support for confirmation.

As the person primarily responsible for overseeing the student financial assistance programs in the Education Department for Secretary Bell, you have sort of come up through the ranks in the Agency, and you are certainly to be commended for this professional achievement.

Senator Stafford has pointed out to us your reputation as a leader and as an innovator in the higher education field. Your reputation as a practical, pragmatic administrator is well known to the staff members of my immediate office, and I am aware that your insightful suggestions and scholarship in matters relating to student financial assistance were invaluable to the conferees during the 1981 reconciliation process—further testimony to your qualifications for this position.

We will enter your prepared statement in the record and ask you to take a few minutes to summarize it for those in the audience, please.

STATEMENT OF EDWARD ELMENDORF, NOMINEE TO BE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION, DEPARTMENT OF EDUCATION

Mr. **Elmendorf**. Thank you, Madam Chairman, and thank you for your support.

Very briefly, I think the record that I would propose today is already in the public record of testimony before this committee and in conference with individual members of this committee.

I would simply say that in postsecondary education we have over 5 million students that we are responsible for, 9,000 institutions, and about 17,000 banks and lenders. It is an awesome responsibility with over 40 programs and about $7 billion, 50 percent of the Department's budget.

My opinion is that that organization ought to be run just like any other corporation, and [illegible] think we can apply management techniques and strategies to a Federal Government entity such as the Department of Education, as we would any other.

As you know from my statement, I believe strongly in access. I define "access" as having an opportunity for some form of postsecondary education, the right to compete for the rewards of excellence, but not to enjoy the fruits of that without some type of personal effort.

In terms of self-sufficiency, I believe the best role we can play in self-sufficiency is to return as much of the decisionmaking authority to the institution itself for determining its own curriculum and its own priority.

In closing, I believe that the only way we can have effective legislation is through a cooperative and reasonable approach, using the executive branch, the congressional branch, and the community essentially on whom the impact of all legislation is felt.

Our work as Assistant Secretary, if approved, is to promote that relationship.

Thank you, Madam Chairman.

[The prepared statement and biographical sketch of Mr. Elmendorf follow:]

STATEMENT OF
EDWARD M. ELMENDORF

It is a pleasure to be here before this Committee as the nominee to be Assistant Secretary for Postsecondary Education.

The Office of Postsecondary Education administers some forty programs. These programs span all areas of higher education from student financial assistance to institutional support such as Institutional Development and college housing loans, to the exemplary projects underway through the Fund for the Improvement of Postsecondary Education. In addition, in cooperation with the United States Information Agency, OPE administers several International Education programs. This past fiscal year over seven billion dollars were appropriated for these programs. Approximately 9,000 institutions and over five million students are currently being aided by one or more of these authorities. The Assistant Secretary for Postsecondary Education is responsible for the proper management and timely and efficient delivery of these appropriated program funds to the rightful constituents within the postsecondary education community.

As a recent college president and one who has served in a number of other institutional positions, I am sensitive to the needs of the multiple audiences these programs serve and I am committed to seeing that these programs are effectively and efficiently managed.

Effective and efficient management is the historic hallmark of the postsecondary education institutions in this country. The reasons for this are that they are completely in the hands of State and local governments or private sectarian and non-sectarian authorities. The lack of centralized Federal control over postsecondary education development in this country has given us the diversity of types of postsecondary institutions unique to our society. This diversity is our strength: A strength recognized by most of the international community. This Administration is committed to removing all unwarranted Federal intrusions and to steadfastly maintaining the current diversity without endangering institutional self-sufficiency.

There is also widespread agreement that we must renew our pursuit of educational excellence. This Administration believes that priority must be given to enhancing educational excellence and improving the quality of postsecondary education instruction and research. While education standards are rightly left to individual institutions to determine, the Office of Postsecondary Education can play an important role through the dissemination of information to other institutions on successful program projects and model projects funded by the Fund for the Improvement of Postsecondary Education.

This Administration continues the commitment to access: we believe that everyone should be given an equal opportunity of access to postsecondary education. Equal opportunity means the right to compete equally for rewards of excellence--not share in its fruits regardless of personal efforts. Several Federal, State and institutional Programs have ensured that educationally disadvantaged students have the kind of remedial and academic support they need to prepare them for and successfully compete in postsecondary education. They are often the critical difference in making successful those students who come unprepared for postsecondary education. Institutions have an obligation to prescribe conditions of admission to college which best suit students and maximize the chances for student success.

[illegible]ve that a better long term approach to the problem of inadequately prepared students is to encourage the secondary education sector to improve academic preparation of their students. The development of appropriate academic standards, the revitalization of secondary school curricula and an improvement of the quality of instruction will, to a great extent, eliminate the need for large scale remediation efforts in postsecondary education institutions.

The student financial assistance programs will help ensure there are no financial barriers if the student and his or her parents cannot fully meet college costs. We believe that the student and his or her family bear the primary responsibility for financing postsecondary education. In combination with State, private sector and institutional aid, the Federal role is to help bridge the gap between what the student and his or her parents can reasonably contribute and the cost of attendance.

This Administration is strongly committed to bringing order out of the student aid jungle--our objective is clarification and simplification. From student applications to administrative practices required of institutions, the entire process is in serious need of review and renewal so that we may better use Federal funds and better serve students. There will continue to be loans, work programs and grant aid--although the mix of these programs may vary in the future.

If I am confirmed, I will continue the initiatives undertaken by this Administration to achieve deregulation, to increase debt collections and to increase the self-sufficiency of historically black colleges and universities. I would like to say a word or two about each of these.

Overregulation is not merely time consuming: It is wasteful and inhibits the efficiency and effectiveness of the postsecondary education programs administered on our campuses by diverting scarce resources which can be otherwise better used. In continued cooperation with the Task Force headed by Vice President Bush, we will continue to remove unwarranted and unnecessary Federal intrusions into the internal governance and affairs of institutions of postsecondary education.

The Debt Collection initiative begun last year will continue in earnest. Our goal is to collect $80 million in FY1983--a thirty percent increase over FY1982. It is absolutely essential that the integrity of the Federal loan programs be maintained and that amounts due the Federal Government be repaid. This will ensure the viability of the programs and the availability of loans to future borrowers.

This Administration remains committed to assisting the historically black colleges and universities in their effort to achieve self-sufficiency. The historically black colleges and universities are national assets which continue their historical role in providing education and upward mobility for many Black Americans. Through the title III program of institutional development with its statutory goal of self-sufficiency, and through the White House Initiative on Historically Black Colleges and Universities with its emphasis on increasing the private sector involvement in these institutions, we are confident that the historically black college will make significant and measurable gains in their efforts to achieve self-sufficiency. The historically black colleges can be expected to continue to serve our society well into the twenty-first century.

Having served as Deputy Assistant Secretary for Student Financial Assistance for the past year and a half, I believe that cooperation among the postsecondary education community, the Houses of Congress and the Executive Branch is the essential key to the continued success of these postsecondary education programs. I have enjoyed the privilege of working with this Committee and many of its members individually. If the Senate gives its consent to my nomination, I look forward to a continued close working relationship on an even wider range of issues as we address our mutual commitment to the students and institutions served by our postsecondary education programs.

Mr. Chairman, I shall be happy to answer any questions the Committee may have at this time.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: Elmendorf (LAST) Edward (FIRST) (OTHER)

Position to which nominated: Assistant Secretary for Postsecondary ED. **Date of nomination:** 11-15-82

Date of birth: 1 - 8 - 39 (DAY) (MONTH) (YEAR) **Place of birth:** Oneonta, NY

Marital status: Married **Full name of spouse:** Carol Ann (Nielsen) Elmendorf

Name and ages of children:
Kimberly 13
Eric 10

Education:

Institution	Dates attended	Degrees received	Dates of degrees
Oneonta Jr. High School	1951-54	--	--
Oneonta Sr. High School	1954-57	Diploma	--
Hartwick College	1957-61	B.S.	1961
Springfield College	1965-66	M.Ed	1966
Univ. of Massachusetts	1972-75	Ed.D	1975

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Outstanding Young Educator of America - 1973-1974
Outstanding Young American - 1975
Governors Commission on Student Affairs - Advisor - 1971
Vermont Higher Education Facilities Commission - 1975-1977
Psi Chi - honorary
Delta Sigma Phi - Social

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
Vermont Higher Education Council of Presidents	President	1976-1977
American Association of State Colleges and Univ.	Vermont St. Rep.	1977-1980
American College Testing Program (ACT)	Vermont St. Rep.	1973-1981
See Attached page		

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

July 1981 - PRESENT Deputy Assistant Secretary for Student Financial Assistance, Office of Postsecondary Education, Department Of Education, Washington, D.C.

Administration's chief spokesman for Student Financial Assistance. Responsibility is to administer federal student assistance programs in an effective manner which includes the delivery of approximately $8 billion in student assistance on an annual basis. This is accomplished by establishing a mission for OSFA with specific goals and objectives for headquarters and ten regional offices (staff of 1,000).

See Attached page

Attachment

Memberships:

Organization	Office held	Dates
New England Personnel and Guidance Association	Board of Directors	1971-1973
American Management Association		1978-1980
American Association of Higher Education (AAHE)		1975-1977
American College Testing Corporation (ACT)	Board of Trustees	1977-1980
State Committee Young Men's Christian Association (YMCA) of Vermont	Board of Trustees	1977-1982
Vermont Symphony Orchestra	Board of Trustees	1977-1980
Association to Boost Lamoille Enterprises (ABLE)	Board of Trustees	1978-1980
Johnson Friends of the Arts, ex officio	Board of Trustees	1974-1980
Dance/New York	Board of Directors	1980
Vermont Opera Theatre	Board of Trustees	1976-1977
Copley Hospital, Morrisville	Board of Trustees	1980-1981

Employment Record:

1974 - 1981 President, Johnson State College, Johnson, VT. Appointed in 1974 by the Vermont State Colleges' Board of Trustees as the chief executive officer and Institutional spokesman. Responsible for dissemination and rationale of Board policy and its implementation. Essential tasks were to define, articulate, set into motion, and insure the effective implementation of college goals--goals that were relevant, realistic and attainable.

1973 - 1974 Vice President for Administration; Johnson State College. Acting President, January to June, 1974, Johnson, VT. Designed and implemented a decentralized college organizational structure. Originated a Program Planning and Budgeting system. Responsible to the President for all academic, learning, and institutional support divisions including budget and fiscal operations. Served as Acting President during absences of the President, and since January, 1974, during the time of Presidential Search Committee sought a new President.

Attachment

Employment Record: (continued)

1972-1973 Doctoral Candidate, University of Massachusetts, Amherst, MA.

1966-1972 Dean of Admissions, Financial Aid and Housing, Assistant to the President, Johnson State College, Johnson, VT. Director of Summer Sessions. Enrollment doubled and procedures for financial aid were established. Originated and directed on- and off-campus Federal Work Study Programs for students. Coordinated campus housing and supervised residence directors. Originated, directed and obtained federal funding for a special summer program "Project Access", designed for underprepared college students.

1965-1966 Graduate Assistant, Counseling Center, Springfield College, Springfield, MA.

1961-1965 U.S. Naval Reserve, Lieutenant. Served as Personnel Officer, Naval Security Group. Supervised military and civilian employees as Division Officer and Cryptography Center Officer in Alaska and California.

Political Affiliations and Activities: (continued)

1981 - Vermont GOP Prayer Breakfasts-financial contributions

1980 - Vermont State Republican Committee-financial contribution

Government experience:

List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

March 1981-July 1981 Consultant, U.S. Department of Education

Published writings:

List the titles, publishers and [illegible] of books, articles, reports or other published materials you have written.

"College Admissions-Focus on the Future." A professional presentation, delivered at the 1972 New England Personnel Guidance Council conference at Breton Woods, New Hampshire.

"Sampling of Faculty Perceptions Participating in the Bachelor's Degree in Individual Concentration Program at the University of Massachusetts" (with others), Research in Education, May, 1973.

"A Model for State-wide Coordination and Planning of Post-Secondary Education in the State of Vermont." (Dissertation)

Political affiliations and activities:

List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

My role as a public official, State of Vermont, Vermont State College prohibited service to or active participation in political parties [1974-1981]

1982 - Republican National Committee--financial contribution

1982 - Stafford Reelection Campaign-financial contribution

See attached page.

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

My present employer is the U.S. Government

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

Currently, no plans.

3. Has a commitment been made to you for employment after you leave Federal service?

No.

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes.

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None.

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None.

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None. All activities consummated with the U.S. Government when I served as Chief Executive Officer of Johnson State College have been severed with my resignation in 1981.

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None, except through associations and as a part of my role:Chief Executive Officer, Johnson State College, Johnson, VT.

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

Resign or withdraw from any activity considered a potential conflict of interest.

Senator HAWKINS. I have only a few questions.

Last year a needs test was added to the requirements for students seeking guaranteed student loans who were from families with adjusted gross incomes of over $30,000. We also imposed an origination fee.

It has been suggested that there be a needs test for all GSL applicants regardless of family income. What do you think of this idea?

Mr. ELMENDORF. I would support the idea of a needs test. Essentially, I think we owe it to the taxpayer to assure that person that there is no student benefiting from any type of federally subsidized student financial assistance program which cannot be demonstrated to be needed by that student paying for college costs. The needs test and the guaranteed student loan would give us that assurance, and I would strongly endorse that, as we did last year in our budget proposals.

Senator HAWKINS. That is fine.

Enrollments are growing faster in the baccalaureate degree programs in the junior and community colleges than other types of higher education institutions, and particularly among part-time students.

One criticism I hear from my constituents is that there really is no organizational structure in the Education Department that these institutions can relate to. Do you have any plans to establish a sort of one-stop desk for community colleges, technical institutes, and the like?

Mr. ELMENDORF. I have met with Mr. Parnell, who is head of the American Association of Community and Junior Colleges, and we have had several discussions which have led to a proposed set of recommendations by that association as to how the agency might better relate to the community called American community and junior colleges.

The reorganization effort underway in the Department at this time will lead to inclusion of a mechanism—and I will not go so far as to describe it as the community college unit, but a mechanism that I think will respond satisfactorily to Mr. Parnell's concerns about the role we should play in the future in the Office of Postsecondary Education.

Senator HAWKINS. Thank you so much.

Other members of the committee still have great interest in this panel today, and they have some questions for you.

If there are any questions from members in writing, they will be furnished to you before the end of the day, and we would hope that you would give them your immediate attention.

Thank you, Dr. Elmendorf. I share Senator Hatch's enthusiasm for your confirmation.

Before we excuse this panel, I have a number of communications that I would like to announce at this time.

The first is in support of Mrs. Borcherdt's nomination, a letter of November 30 from the American Legion Auxiliary, one of the largest women's organizations in the Nation—which speaks highly of your qualification.

Second, a mailgram from the Republican Hispanic Association of California.

Third, a letter from Senator John Warner of Virginia complimenting you for your work with women's organizations and volunteer groups.

Fourth, a statement from the American Student Association, highly complimentary of your efforts to make student financial assistance programs help those who truly need assistance; and a mailgram from the National Council for Hispanic Culture at Florida State University, applauding your efforts on behalf of Hispanics; a telegram from the National Association of Cuban Woman; and a letter from Bobbie Green Kilberg that I mentioned earlier, of Vienna, Va., supporting you because of your outstanding work on behalf of women's groups.

We have a letter from Governor Ferre of Puerto Rico in support of your nomination and a letter from Carlos J. Moorhead, 22d District, California, in support of your nomination.

We also have a letter in opposition to your appointment, from Dr. Paul B. Salmon, who is the executive director of the American Association of School Administrators. He is critical of your efforts to streamline the functions of the office for which you have nominated while you were in an acting capacity only.

I would like to add at this point that a communication from the United Parents Associations of New York City in opposition to the appointment of Dr. Howard Hurwitz, who is not here with us today, to the National Council on Educational Research, will also be entered in the record.

Other communications handed me by Senator Hatch for inclusion in the record are: first, a letter of December 7, 1982, from the Morehouse School of Medicine in support of the nomination of Dr. Edward M. Elmendorf for Assistant Secretary for Postsecondary Education; second, a letter from Senator Pell in support of Mr. Elmendorf; a letter of December 8, 1982, from Congressman Carroll Campbell in behalf of J. Floyd Hall's nomination to the National Council on Educational Research; and a statement from Howard Hurwitz, who is not able to be here today, on his own behalf, for nomination to the Council on Educational Research.

Without objection, they will be included at this point.

[Material supplied for the record follows:]

DEC - 6 1982

AMERICAN LEGION AUXILIARY
NATIONAL HEADQUARTERS · 777 NORTH MERIDIAN STREET · INDIANAPOLIS, INDIANA 46204
(317) 635-8411

OFFICE OF THE
NATIONAL SECRETARY

November 30, 1982

Senator Orrin G. Hatch
Dirksen Senate Office Building
Room 1430
Washington, DC 20510

Dear Senator Hatch:

My letter to you is in support of Mrs. Wendy Borcherdt whose confirmation hearing as Deputy Under Secretary for Inter-Governmental and Inter-Agency Affairs at the Department of Education will soon be considered.

Mrs. Wendy Borcherdt is a very concerned, energetic, dynamic and personable young lady who is willing to go beyond the call of duty to complete any assignment.

It was my great pleasure to work very closely with Mrs. Borcherdt when she was on the White House Staff; however, since our nearly one million members volunteer organization is focusing their attention on education this year, we know this same fine rapport will continue.

We can be proud there are still fine leaders in this country who take their job seriously and who will not let one stone go unturned until positive results have been realized. Mrs. Wendy Borcherdt is this type of leader. In our book she is tops.

Most sincerely,

Miriam Junge

Mrs. Miriam Junge
National Secretary

MJ:jm

bcc: Mrs. Wendy Borcherdt

MAILGRAM SERVICE CENTER
MIDDLETOWN, VA. 22645

Western Union Mailgram

4-0637135341 12/07/82 ICS IPMRNCZ CSP WSHB
2136413606 MGM TDRN LOS ANGELES CA 112 12-07 0828P EST

ORRIN G HATCH, CHAIRMAN
LABOR AND HUMAN SERVICES COMMITTEE
DSOB 4230
WASHINGTON DC 20510

WE UNDERSTAND THAT MRS WENDY BORCHERDT IS BEING APPOINTED TO DEPUTY UNDER SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS OF THE DEPARTMENT OF EDUCATION.

WE ARE VERY HAPPY TO HEAR OF MRS BORCHERDT BEING APPOINTED IN THE DEPARTMENT OF EDUCATION BECAUSE WE ARE ALL AWARE OF HER QUALIFICATION AND BACKGROUND IN THE FIELD OF EDUCATION. HER ABILITIES AND TALENTS WILL SERVE WITH FULL COMMITMENT TO THE ADMINISTRATION OF PRESIDENT RONALD REAGAN.

WE REPUBLICAN HISPANICS ARE ALSO CONVINCED THAT SHE WILL PROVIDE QUALITY EDUCATION FOR ALL AMERICANS, BLACKS, HISPANICS, ETC.

SINCERELY
GEORGE J ADAMS, CHAIRMAN
REPUBLICAN HISPANIC ASSOCIATION OF CALIFORNIA

20:30 EST

MGMCOMP

United States Senate
WASHINGTON, D.C. 20510

December 3, 1982

Honorable Orrin G. Hatch
Chairman, Labor and Human
  Resources Committee
United States Senate
Washington, D. C. 20510

Dear Orrin:

It is with pleasure that I write you in support of the nomination of Wendy H. Borcherdt as Deputy Under Secretary, Intergovermental and Interagency Affairs, at the Department of Education.

I was impressed with Wendy's thoroughness when she was at the White House. I had occasion to work with her when she served in Presidential Personnel and each time, Wendy followed through with my constituents in a professional manner. I also know that she maintained a very positive outreach to women's organizations and volunteer groups while in Public Liaison.

Wendy was truly an asset to the Reagan Administration in the White House, and I know she will continue her support of the Administration and its policies while at the Department of Education. We are fortunate to have such a capable woman serve in this important position.

I trust that Wendy Borcherdt will be favorably considered by your Committee as Deputy Under Secretary, Intergovernmental and Interagency Affairs.

Kindest regards,

Sincerely,

John

John W. Warner

JWW/cbn

American Student Association
1609 Connecticut Avenue Northwest Washington, D.C. 20009 (202) 223-6600

12/09/82

STATEMENT OF MICHAEL CHAPMAN, PRESIDENT OF THE AMERICAN STUDENT ASSOCIATION, TO THE SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES REGARDING THE CONFIRMATION OF WENDY BORCHERDT AS DEPUTY UNDERSECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS.

The American Student Association is the largest student association in the country, representing 4.5 million students at over 450 colleges and universities. Because we were established to advance and maintain student input into higher education policy, we have an interest in the proceedings of this Committee regarding the nomination of Wendy Borcherdt to the office of Deputy Undersecretary for Intergovernmental and Interagency Affairs within the Department of Education.

Within this office is the Student Liaison Officer, who is responsible for briefing students on activities of the Department. In our many encounters with both Ms. Borcherdt's office, and the Student Liaison Officer in particular, we found them to be instrumental in keeping our membership abreast of developments in the programs affecting them as students. Our association has experienced no difficulty in establishing and maintaining a working relationship with both of these offices.

Although we have opposed the Administration on several issues, such as student aid reduction, we have not found this to have been an obstacle in obtaining access to Ms. Borcherdt's office and staff.

The American Student Association knows of no substantial reason why Ms. Borcherdt's confirmation should be opposed by students. We are aware, however, of vocal opposition by another national student association and after reviewing their arguments believe them to be without merit. Accordingly, based on our relationship with Ms. Borcherdt's office, we encourage the Committee to confirm her nomination.

FLORIDA INTERNATIONAL UNIVERSI
TAMIAMI CAMPUS ACADEMIC AFFAIR
MIAMI FL 33199

Western Union Mailgram

4-0455605341 12/07/82 ICS IPMMTZZ CSP WSHB
3055542805 MGM TDMT MIAMI FL 97 12-07 0420P EST

MR EDWARD BORCHARDT, COMET RICE INC
1120 19TH ST NORTHWEST SUITE 605
WASHINGTON DC 20036

THE FOLLOWING IS A COPY OF MAILGRAM SENT TO SENATOR ORRIN HATCH WASHINGTON DC

WE WHOLEHEARTEDLY SUPPORT THE PRESIDENT'S NOMINATION OF MRS WENDY BORCHARDT FOR THE POSITION OF DEPUTY UNDER SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS OF THE DEPARTMENT OF EDUCATION, THE SPECIAL RAPPORT THAT MRS BORCHARDT ESTABLISHED DURING HER TENURE AS SPECIAL ASSISTANT TO THE PRESIDENT FOR PUBLIC LIAISON, PROVED HER ABILITY TO OUTREACH HISPANICS FROM ALL LEVELS NATIONWIDE, RESPECTFULLY SUBMITTED,

SIGNED, ARNHILDA GONZALEZ-QUEVEDO, PRESIDENT OF THE NATIONAL COUNCIL FOR HISPANIC CULTURE AND ASSISTANT VICE PRESIDENT FOR ACADEMIC AFFAIRS AT FLORIDA INTERNATIONAL UNIVERSITY MIAMI FL

16:22 EST

MGMCOMP

western union **Telegram**

WBA087(1642)(1-017735B341-001)PD 12/07/82 1603

ICS IPMWBWB WSH

SUSPECTED DUPLICATE: 1-016667J341 WBA 084 TLX LAEC FWA

FORT WAYNE, INDIANA, DECEMBER 7,1982

PMS BT EDWARD BORCHERDT
COMMET RICE INC.
1120 19TH STREET, N.W., SUITE 605
WASHINGTON, D.C. 20036

BT

FOLLOWING IS COPY OF TELEGRAM SENT TO:

ORRIN HATCH
CHAIRMAN, LABOR & HUMAN RESOURCES COMMITTEE
SENATE OF THE UNITED STATES
WASHINGTON, D.C. 20510

WE SUPPORT THE APPOINTMENT OF WENDY BORCHERDT FOR DEPUTY UNDER

western union **Telegram**

SECRETARY FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS. SHE HAS AN EXCELLENT RAPPORT WITH THE CUBAN COMMUNITY, ESPECIALLY THE CUBAN AMERICAN WOMEN.

GRACIELA BEECHER
VICE PRESIDENT
NATIONAL ASSOCIATION OF CUBAN AMERICAN WOMEN

LAEC FWA

23-2450

NNNN

6703 Wemberly Way
McLean, VA 22101
December 8, 1982

The Honorable Orrin G. Hatch
Chairman, Labor and Human Resources Committee
United States Senate
DSOB, Room 4230
Washington, DC 20515

Dear Senator Hatch:

I am pleased to write on behalf of the nomination of Wendy Borcherdt as Deputy Under Secretary of Intergovernmental and Interagency Affairs at the Department of Education.

I began to meet with Wendy on women's issues shortly after her arrival at the White House. As a moderate Republican who has been an officer in a number of national women's organizations and a member of a number of governmental advisory committees, I approached our initial relationship with some apprehension given the fact that Wendy's philosophy was more conservative than my own. In a very short time, I found that Wendy was an honest, fair and warm individual. She was open and accessible, concerned and responsive. Her approach to issues was constructive and creative and she had a serious commitment to the goals of political, economic and social equality for women. She brings all of these characteristics to her new responsibilities.

I believe that Wendy Borcherdt will perform in an outstanding manner as Deputy Under Secretary. She will be an important asset to the Department of Education and I urge her confirmation.

Thank you for considering my views.

Sincerely,

Bobbie Kilberg

Bobbie Greene Kilberg

Luis A. Ferré
San Juan, Puerto Rico

December 9, 1982

The Honorable Orrin Hatch
Chairman, Labor and Human
Resources Committee
United States Senate
Washington, D. C. 20510

Dear Senator Hatch:

I am writing to you as a leader in the Hispanic Community and to express my wholehearted support for the nomination of Wendy Borcherdt to be the Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education.

Recently, I was privileged to attend the recent two week UNESCO session in Paris as a fellow delegate with Mrs. Borcherdt. During the course of these strenuous sessions, I observed Wendy Borcherdt in her role as Chief United States negotiator for Education, a role that she performed with distinction.

In her statement Mrs. Borcherdt pleaded for increased support for international literacy programs, stressing equality of access to education for girls and women as well as the disabled. In fact, Mrs. Borcherdt expressed her dismay that UNESCO's effort on behalf of the disabled had a low priority and endorsed a resolution seeking a distinct program for the disabled.

The Reagan Administration desperately needs qualified women administrators. Wendy Borcherdt represents a rare combination of capability and special knowledge. I recommend her without reservation.

Sincerely,

Luis A. Ferre

CARLOS J. MOORHEAD
22d District, California

Room 2346
Rayburn House Office Building
Washington, D.C. 20515
(202) 225-4176

Room 404
420 N. Brand Boulevard
Glendale, California 91203
(213) 247-8445

Room 618
301 East Colorado Boulevard
Pasadena, California 91101
(213) 792-6168

Congress of the United States
House of Representatives
Washington, D.C. 20515

Committees:
JUDICIARY
Subcommittee on Administrative Law
and Governmental Relations
Subcommittee on Monopolies and
Commercial Law
ENERGY AND COMMERCE
Subcommittee on Energy Conservation
and Power
Subcommittee on Telecommunications,
Consumer Protection, and Finance

December 6, 1982

PERSONAL & CONFIDENTIAL

The Honorable Orrin G. Hatch
Chairman
Labor and Human Resources Committee
United States Senate
Washington, D. C. 20510

Dear Senator Hatch:

It is my understanding that confirmation hearings are to be held before your Committee on Thursday, December 9th, on the Presidential appointment of Mrs. Wendy Borcherdt to be Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education.

I believe that this is an excellent appointment and am happy to write you in behalf of Wendy Borcherdt. Her many activities and outstanding accomplishments are a part of the record which is before you and I feel this record proves her to be eminently qualified for the position to which the President has appointed her.

In addition to her achievements in the business and political world, Wendy has had extensive activity and recognition in civic and community affairs on the local and national spheres.

I hope that you will make every possible effort to see that Wendy Borcherdt is confirmed as the Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education, and that you will make my wishes known to the other members of your Committee.

Thank you very much.

Sincerely,

Carlos J Moorhead

CARLOS J. MOORHEAD
Member of Congress

CJM:as

Testimony

by

Dr. Paul B. Salmon, Ed.D.

AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS

Mr. Chairman and members of the Committee, my name is Paul Salmon and I am Executive Director of the American Association of School Administrators, AASA. I want to thank you for the opportunity to appear before you and express the interests of AASA.

AASA is the national professional organization of school superintendents and other school administrators. AASA's main interest is best summarized in the following mission statement.

> "The American Association of School Administrators believes that the public interest is best served through assuring the availability of high quality education for all, and that knowledgeable, ethical and effective administrators are essential to achieving educational excellence. AASA provides leadership through:
>
> o striving for the development of highly qualified educational leaders and supporting excellence in educational administration;
>
> o initiating and supporting laws, policies, research and practice that will improve education;
>
> o promoting leadership and activities that focus on leadership for learning and excellence in education; and,
>
> o cultivating a climate in which quality education can thrive."

This hearing marks the first time that AASA has spoken against confirmation of a political appointee in the 115 year history of the association. We oppose this nomination because there is a fundamental democratic process at stake. In order for a democracy to make good decisions there must be free and unfiltered communication between the governed and the government that serves them. Mrs. Borcherdt's actions have, even before her confirmation, indicated an unwillingness to operate in such a democratic fashion. She has cut off communication between career and other employees of the Department of Education and educators across the country. She did this by screening public appearances and remarks, and by reducing the contact between the Department of Education

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1801 North Moore Street • Arlington, Virginia 22209
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staff and educators, including our association. Screening peoples' remarks is a blatant form of censorship on the free exchange of ideas between educators in the field and federal education officials with whom they must work. The screening of remarks and appearances creates frustration, inefficiency and distrust. Censorship is not in the government's interest since the Department of Interagency Affairs was established to relate to field focused organizations such as AASA. Organizations such as AASA are sources of vital information to the federal decision making.

School administrators depend upon free and open discourse with federal officials to operate effective federal and state programs within the bounds of laws and regulations. This discourse is critical because directions and policies are in a constant state of flux at federal and state levels and without an accurate interchange both the administrators' and the government's decision making effectiveness is severely reduced.

AASA also objects to Mrs. Borcherdt's handling of the search for a new executive director of the National Advisory Council on Women's Education Programs. Our information regarding that search indicates that it was apparently conducted in violation of the Sunshine Act behind closed doors, without recorded votes and without public notice of the time and subject of the meeting.

Finally, the first item on the job description for Director of Interagency Affairs is to have "responsibility for the coordination and implementation of administration initiatives and policies of the Secretary as they pertain to relations with other agencies." The AASA membership represents one of the largest and most influential of those "other agencies" with whom Mrs. Borcherdt is supposed to be working. Our members give leadership to thousands of school districts. They are an important resource for the Secretary of Education, however, we have not heard a word from Mrs. Borcherdt since she took over her new position as Acting Director last summer. AASA had regular communications with Mrs. Borcherdt's predecessors; and even where we disagreed with Administration policy, relations were cordial and communications were open. We have not been able to support all of the Administration's policies, but we still feel that it is important for school administrators to hear firsthand from Administration officials about their programs, regulations and philosophies. It is equally important for Administration officials to hear directly from school administrators.

Education in general, and public, elementary and secondary education specifically, are improving markedly in the public's eyes. Test results in elementary and secondary schools for a broad range of skills show an encouraging upward trend. This trend is the result of hard work and a local, state and federal partnership to improve education. Further, our society is on the verge of what sociologist Daniel J. Boorstin calls the "technological republic." Moving forward to a new information/services era will require an even stronger local, state and federal partnership for all levels of education from day care through college to adult education and training. Mrs. Borcherdt does not appear to be very interested in being our partner. Thus, we ask that you not approve this nomination and, thereby, send a message to the Administration that the U.S. Senate supports an open and supportive relationship between the nation's schools and the U.S. Department of Education to improve the overall quality of education in America and to help the nation move forward and meet the challenges of the future.

UPA
United
Parents
Associations
of New York City, Inc.

95 Madison Avenue
New York, NY 10016
(212) 685 3563

December 3, 1982

Honorable Orrin G. Hatch
United States Senate
Washington, D.C. 20510

President
Joan B. Carney

Vice-Presidents
Shirley P. Annenstein
Jean De Poss
Agnes E. Green
Donald Marcus
Barbara E. Richards
Sondra P. Soffer

Secretary
Harriet Bunin

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Bernard Cohen

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Harold Hopkins
Hettie Hunt
Lucy Leaphart
Mary Meeks
Oswald R. Munroe
Theresa Obradovich
Gloria Sbarini
Eugene Turk

Executive Director
Helen C. Heller

Dear Senator Hatch:

United Parents Associations of New York City is a citywide organization that represents more than 400,000 public school parents. UPA is opposed to the nomination of Dr. Howard Hurwitz to the National Council on Educational Research. We urge that you not confirm his appointment!

Dr. Hurwitz invited controversy during his tenure as principal of Long Island City High School. His dealings with students were exclusionary (see documentation submitted by others); his actions did not demonstrate concern for the educational interests of all children.

As a principal, Dr. Hurwitz demanded that his authority be respected by all within his school, but he flaunted the authority of the Chancellor of the New York City Public Schools and the New York City Board of Education. Appointment to a national council of a man who wants others to uphold the law, but exempts himself from that same value and responsibility seems inappropriate.

New York City has a cadre of educational leaders with a wide range of philosophy and points of view -- men and women with rare leadership qualities. We urge you to reject the appointment of Dr. Howard Hurwitz to the National Council on Educational Research and to seek someone who exemplifies the best in American education.

Sincerely,

Joan Carney

Joan Carney
President

P.S. Please enter this letter into the record of the hearing to be held on Thursday, December 9, 1982.

MOREHOUSE
SCHOOL OF MEDICINE

December 7, 1982

Office of the President and Dean

Senator Orrin G. Hatch
United States Senate
Washington, D.C. 20510

Dear Senator Hatch:

I am writing to recommend that Dr. Edward M. Elmendorf, Acting Assistant Secretary for Postsecondary Education, U.S. Department of Education, be confirmed as the Assistant Secretary for Postsecondary Education in the U.S. Department of Education.

I have had the pleasure of working with Dr. Elmendorf over the last several months in connection with several Department of Education programs designed to assist historically black institutions of higher learning, disadvantaged students, and minority faculty development. Throughout this period, Dr. Elmendorf has demonstrated a unique and exemplary knowledge and sensitivity to the needs of historically black colleges and universities, their students and their faculties.

In my judgment, I believe that Dr. Elmendorf will prove himself to be one of the Nation's finest public officials. He comes from and knows the private educational sector quite well; he is an excellent Federal administrator; he has already proven his abilities to deal with the very difficult social problems that face our country at this point in time.

In accordance with the above, I give my full endorsement to Dr. Elmendorf and heartily recommend that your Committee confirm him as Assistant Secretary for Postsecondary Education, U.S. Department of Education during your upcoming hearings on December 9, 1982.

Sincerely,

Louis W. Sullivan/d

Louis W. Sullivan, M.D.
President and Dean
Morehouse School of Medicine

cc: Dr. Terrel H. Bell
Secretary
Department of Education

KNOWLEDGE • WISDOM • EXCELLENCE • SERVICE
830 Westview Drive, S.W. Atlanta, Georgia 30314 Telephone (404) 523-5710/688-4877

CARROLL A. CAMPBELL, JR.
4th District, South Carolina

COMMITTEE ON APPROPRIATIONS

SUBCOMMITTEES:
COMMERCE, JUSTICE, AND STATE, THE JUDICIARY AND RELATED AGENCIES
TREASURY, POSTAL SERVICE, GENERAL GOVERNMENT
LEGISLATIVE BRANCH

Congress of the United States
House of Representatives
Washington, D.C. 20515

PLEASE RESPOND TO
ADDRESS CHECKED

WASHINGTON OFFICE:
☐ Room [illegible]
Cannon House Office Building
202-225-[illegible]

DISTRICT OFFICES:
☐ P.O. Box 10183, Federal Station
Greenville, South Carolina 29603
803-232-1141

☐ P.O. Box [illegible]
Spartanburg, South Carolina 29304
803-582-[illegible]

December 8, 1982

Honorable Orrin Hatch
Chairman
Committee on Labor and Human Resources
U.S. Senate
Washington, D.C. 20510

Dear Orrin:

I understand that your committee will be considering nominations to the National Council on Educational Research tomorrow. Dr. J. Floyd Hall of Greenville, South Carolina, is one of the nominees and I am pleased to submit herewith a statement in support of his confirmation.

I will appreciate your seeing that this statement is inserted in the record.

Thanks for your help and, of course, don't hesitate to contact me if ever I can be of assistance.

Regards,

Carroll A. Campbell, Jr.
Member of Congress

CACJr/nm
Enclosure

STATEMENT OF THE HONORABLE CARROLL A. CAMPBELL, JR.
BEFORE THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE
IN SUPPORT OF THE APPOINTMENT OF DR. J. FLOYD HALL
TO THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

DECEMBER 9, 1982

Mr. Chairman, I am delighted to have the opportunity to endorse highly the appointment of Dr. J. Floyd Hall to the National Council on Educational Research.

Dr. Floyd's educational credentials are impeccable. Currently the Superintendent of The School District of Greenville County, South Carolina, Dr. Hall has been involved in education for all of his professional career. He has been an extremely successful superintendent in Greenville, placing a proper emphasis on basic academic skills in reading and math and bringing student test scores at the fourth and seventh grade levels above national averages for the first time ever in the district. Although his achievements in Greenville are too numerous to list here, I am particularly impressed with the fact that Dr. Hall has developed programs which caused student dropouts to decrease from 1,005 students in 1971-72 to 493 students in 1980-81.

Dr. Hall has earned many awards and honors, among them Greenville County Educator of the Year in 1975 and Outstanding School Superintendent of the State of South Carolina in 1980. Additionally, he was listed for the White House as one of the five most outstanding public school superintendents in the U.S. in 1975 and as one of the top 100 school administrators in North America in 1979.

I believe that Dr. Hall will bring to the Council a sense of the importance of basics in education, and I think that is exactly what America needs. His proven success in Greenville County speaks for itself. Mr. Chairman and members of the committee, I urge your support of Dr. Hall's nomination.

Thank you.

H.L.H.
SCHOOL MANAGEMENT CO.

HOWARD L. HURWITZ, *Ph. D.*
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December 3, 1982

The Hon. Robert T. Stafford, Chairman
Senate Subcommittee on Education of the
Senate Committee on Labor and Human Resources

Dear Senator:

I learned from the Department of Education, this date, that your committee desires a statement as to my interest in appointment to membership in the National Council on Educational Research.

I was honored by the President's nomination. Before accepting, I resolved the conflict in my mind as to the appropriateness of serving in a department that I want abolished.

I have no illusions about the power I might bring to bear on the demise of the department. What does interest me is the possibility of learning first-hand of the research projects on which the Council makes recommendations to the National Institute of Education.

My feeling is that educational research is seldom worthwhile. But, my mind is not closed to the possibilities. I should welcome the opportunity of helping to direct funds to where they might conceivably affect what is going on in the classroom.

There is the possibility that federal funds for research could be channeled into projects that would permit parents to choose for their children public schools of their choice, or alternatives. I support public schools as a basic institution which educates 85 percent of the nation's children, kindergarten through 12th year. I support, also, the dual system which guarantees the functioning of private schools.

I served as a public school teacher and principal for 40 years, before I retired in 1978. Since that time I have been writing a national column (2 x weekly) and keynoting educational conventions from the Imperial Valley to Boston. I keep close touch with what is going in schools and colleges.

I have talked and written about the Department of Education and its predecessor, the Office of Education in HEW. I opposed establishment of the Department of Education and continue to believe that it lends itself to federal control of what should be a state and local responsibility.

The National Council on Educational Research may be entrusted with a major function of the Department, if it is reconstituted as a foundation along the lines drawn by Secretary Terrel Bell. I am not, however, sanguine about the prospect.

In any event I should welcome participation in the work of the Council. I see my role as a member in search of projects that have some real meaning for an educational system in deep trouble.

Howard L. Hurwitz

HOWARD L. HURWITZ

Senator HAWKINS. I believe that is the end of this panel. We will excuse you at this time.

Senator PELL. Madam Chairman.

Senator HAWKINS. Yes?

Senator PELL. Madam Chairman, I do not mean to impose on you. I do have some more questions for Ms. Borcherdt. Should I ask them now, or what would be your wish?

Senator HAWKINS. We have been using the 10-minute rule all day, since we do have 20 nominations. We have 14 more people today to go.

Senator PELL. The 10-minute rule means in circulation——

Senator HAWKINS. We have had Senators come and go.

Senator PELL. Yes, but the 10-minute rule never means that the Senators present who want to ask questions only have 10 minutes. The rule means that they have that 10 minutes, and if there is no other Senator present, they can come back for 10 minutes. I think that is what the 10-minute rule is generally construed to mean.

Senator HAWKINS. That is true. We were just in an effort to hurry. Each Senator that came in took their 10 minutes, again.

Senator PELL. My point is, I could do five 10 minutes in the same hearing.

Senator HAWKINS. Understandably so.

Senator Baker is waiting for me on the telephone, so I am going to let you ask a few questions at this moment in time of Mrs. Borcherdt, and then we will go to the Research Council at the conclusion of that.

The Research Council will be next, after the questions of this witness.

Senator PELL. Thank you very much, Madam Chairman.

As you know, Mrs. Borcherdt, I came into this meeting with a very open mind leading in your direction, but the tenor of our little exchange, and your use of the word "feminist," and your viewpoint, frankly, caused me more questions when I left than when I came.

I have some specific questions, if I may.

Mrs. Borcherdt, as Deputy Under Secretary, you have the responsibility for the coordination and the implementation of administrative initiatives and policies of the Secretary as they pertain to relations with other agencies. What is your own thinking as to how your staff would discover the needs and opinions of the other agencies?

Ms. BORCHERDT. Senator Pell, we have the Federal Interagency Committee on Education, popularly known as FICE, and, at the instigation of the Secretary, they work with the other agencies very aggressively.

In addition, we do have, through various Executive orders and legislative mandates, various interagency committees which are under my responsibility.

Very frankly—and I would respond in writing in detail, if you have any specifics—my deputy has been doing the primary focus on the interagency affairs, while I have been doing intergovernmental.

Senator PELL. In trying to get the opinions of other agencies, why is it that you have asked that briefings and meetings with outside groups be cleared with you in advance?

Ms. BORCHERDT. Oh, all right. That is easy. I instituted, Senator Pell, some management processes. This had nothing to do with interagency matters. These were general management policies that were instituted. Let me give you a little bit of background of what I inherited.

In the reduction of resources in my area of the Department, we need evidently new management procedures to minimize the expenditure of our resources. There were duplicate mailing lists going out; people—two or three staff people were going to meetings and attending, when some organizational meetings were not being attended at all or covered.

In the limited resources I have, I was trying to plan an effective office schedule of all my personnel. I mentioned mailing lists. We had a great deal of duplication of names on mailing lists. Let me give you an example.

In the special concerns area, there are black consultation concerns, Hispanic concerns, and women's concerns. Sometimes on a black concerns list they might have women's organizations. Hispanics would have women's organizations. Simultaneously, when we were seeking public input, multiple mailings were going out.

This was just a sound practice of knowing where resources were being expended and what meetings were being attended.

In order to make sure that our outreach was as effective as possible, this was instituted.

Senator PELL. In this regard, you also say here in your memo—and I would ask unanimous consent that a copy of the memo be inserted in the record here.

Senator HAWKINS. I am sorry; I did not hear your question.

Senator PELL. I ask unanimous consent that the memorandum be included in the record at this point.

Senator HAWKINS. Surely.

Senator PELL. I thank the chairman.

[The memo referred to follows:]

BORCHERDT MEMO ON CLEARANCE OF
MEETINGS AND BRIEFINGS

MEMORANDUM

UNITED S

TO : All ODUS/IIA Staff

DATE: September 20, 1982

FROM : Wendy Borcherdt W.B.
Acting Deputy Under Secretary for
Intergovernmental and Interagency Affairs

SUBJECT: Meetings and Briefings

Effective immediately, all meetings both inside and outside the Department which you wish to attend in an official capacity or on behalf of this office and all briefings you or your office wish to conduct for outside organizations must receive prior approval from me.

The attached form "Meeting/Briefing Approval Form" must be completed as part of the approval process.

Once approval is granted for a particular meeting which is part of an on-going series of meetings, no further approvals will be required.

This memo does not apply to meetings requiring out of town travel. For such meetings, the memo on travel applies.

Your cooperation will be appreciated.

Wendy Borcherdt

Attachment

Senator **Pell**. Your memo also says, "All briefings you or your office wish to conduct for outside organizations must receive prior approval from me." That seems like a pretty tight censorship.

I used to be a civil servant, before I was a foreign servant, and before I was a Senator, and I do not recall such tight leashing. What was your reason for that?

Ms. **Borcherdt**. Senator Pell, my reasoning there was basically economic. With the continuing resolution, I was operating under a very limited budget. Many of my staff were given substantial pay raises, and, very frankly, the money was not there, so we have had to reduce on other programs.

There was no intention of censorship. There has been no intention. It has been in practice now for about 5 or 6 weeks. It is good management to know what groups have been met with, by whom, in order to insure that all groups that seek our counsel, and whose counsel we want to seek, are being addressed.

I am dismayed that there is a sense of censorship implied there.

Senator **Pell**. Would this apply to a briefing of the press organizations, UPI or AP, by one of your people?

Ms. **Borcherdt**. Excuse me?

Senator **Pell**. One of your people—would they be required to clear a discussion with the press?

Ms. **Borcherdt**. With the press? We have instructions from Legislative and Public Affairs that press inquiries are to go to them. I do not speak to the press. It is to go through Legislative and Public Affairs—the initial contact.

Senator **Pell**. But you make the policy that Legislative and Public Affairs has. Their assistant secretary is under you.

Ms. **Borcherdt**. Excuse me. No, they are not. I must clarify that for you. I do not have any assistant secretaries, Senator Pell, serving under me.

Senator **Pell**. Not under you directly, but as Under Secretary.

Ms. **Borcherdt**. No, I am not Under Secretary. I am Deputy Under Secretary.

Senator **Pell**. No, but you are her alter ego, and in that box in the table of organization, policy is made. It would seem to me that for a Deputy Under Secretary to say she does not have authority to meet with the press is an odd outlook.

Ms. **Borcherdt**. Let me say to you that I may meet with the press after it has been scheduled through that Department.

The Secretary of Education speaks on policy on behalf of our Department. We speak, when requested, on specific issues.

I am very dismayed, Senator Pell, that the impression has been given to you that there is any form of censorship implied in this. If you will read all my memoranda, they regard travel. It is, basically, just management procedures that would be in a business, in any kind of good, sound management practices. There was nothing implied to be of a censorship nature.

Senator **Pell**. The memoranda do not give me that impression; you give that impression to me by saying that you do not feel that you can speak to the press unless it has been cleared through your own public affairs division.

Ms. **Borcherdt**. This is a policy of the Department that I did not make. I have to respond to a policy in the Department.

Senator HAWKINS. Is that not a policy of Secretary Bell?

Ms. BORCHERDT. Yes.

Senator PELL. I will take this up with Mr. Bell.

Ms. BORCHERDT. Yes; now, when I am instructed, then I may speak to the press.

Senator PELL. You feel that you are not permitted to speak to the press?

Ms. BORCHERDT. The press, frankly, Senator Pell, has not been that interested in me, until now perhaps. [Applause.]

Senator PELL. If they were, you would still feel that you would have to get clearance?

Ms. BORCHERDT. If a press officer called my office on an inquiry or something, I am sure I would get that clearance, but that is the procedure, to insure accuracy.

Senator PELL. All right. Thank you.

Leaving the press for a moment, have you ever been in a position where you denied permission for a meeting between a Department of Education officer and an outside group?

Ms. BORCHERDT. Not to my knowledge. The only time I may have denied permission was a budgetary—if it was travel someplace, to a conference which we could not afford. I have denied a couple of those.

Senator PELL. I am informed that the U.S. Student Association——

Ms. BORCHERDT. Yes; that is an entirely incorrect assumption.

Senator PELL. The association says that it has been denied permission several times to meet with the Department's student liaison officer. Is that correct?

Ms. BORCHERDT. No; that is absolutely erroneous. Mary Hayter, who is our student liaison officer, has been very, very open to meeting with USSA, ASA, and other student groups. A reception was held when she arrived. All the student groups were invited.

I am aware of their allegation, and at no time——they have made an allegation in their letter, and I understand that, but it is an unfounded one.

Senator PELL. I must confess, I have not read the full letter, and I will do that.

Ms. BORCHERDT. I have.

Senator PELL. Good. But you would say this is incorrect?

Ms. BORCHERDT. This is incorrect. In no way have they been prevented at any time, to my knowledge. And I have officially not prevented it.

Senator PELL. Their letter states that, "The student liaison officer in the Department of Education has repeatedly been denied official clearance to meet with the staff and officers of the U.S. Student Association." Is that incorrect?

Ms. BORCHERDT. That is totally incorrect.

Senator PELL. Then, Madam Chairman, I really think that the U.S. Student Association should be able to make their case.

Senator HAWKINS. They did in the letter, and I believe she has responded.

Ms. BORCHERDT. And I will be glad to respond to them in writing.

Senator HAWKINS. That allegation is in writing. You respond in writing. That is the order of the Chair.

Ms. BORCHERDT. I will respond in writing.

Senator PELL. Is there anyone from the U.S. Student Association here in the audience?

MEMBER OF AUDIENCE. Yes.

Senator PELL. Maybe you would give us some specifics, because the nominee feels that your letter is incorrect. Give us specifics—the dates and times—not a general statement.

[Material to be supplied follows:]

STATEMENT OF UNITED STATES STUDENT ASSOCIATION ON INABILITY TO MEET WITH STUDENT LOAN OFFICER

Our access to the Department of Education's Student Liaison Officer has been denied repeatedly. On Friday October 8, 1982 a breakfast meeting had been planned with Janice Fine, President of USSA and Kathleen Downey, President of the National Student Education Fund. This meeting was cancelled. A request for Mary Hayter to attend the USSA State Student Association conference resulted in Mary's attendance on her own, without official clearance since she felt that her request would be turned down once again.

The fact is that the Officers and Staff of the United States Student Association has not yet met officially with the Student Liaison Officer despite a full semester of the academic year having elapsed. Whether the denial came directly from Wendy Borchedt or someone working directly under her is unknown but the result of the management practices introduced by Ms Borcherdt in October has resulted in no official meeting with Mary.

During the hearing this morning, Ms. Borcherdt read off a list of groups who have met with the SLO. Both USSA and NSEF's name were included on the list. We have not met with her. A TRIO intern from Wisconsin who is based at our office did have a meeting with Mary last Wednesday. He spoke solely on TRIO, not discussing anything about USSA or NSEF. That certainly does not substitute for meeting with an organization who is representative of students across the country.

Senator PELL. I thank you, Ms. Borcherdt, for responding.

Please describe your involvement with the selection of Rosemary Thomson, former director of the Eagle Forum in Illinois, to be executive director of the National Advisory Council for Women's education programs. Are you familiar with this?

Ms. BORCHERDT. I am familiar with it, because it has been an issue in the press.

I will clarify this, and I am glad you brought this up, because it has been a totally erroneous allegation there as well. The allegation was made that I made the selection of Rosemary Thomson to be executive director of the National Advisory Council on Women's Educational Programs.

First of all, I had no authority to make that selection at all. The selection was made by the advisory council members.

To go back, how did they make the selection? Presidential personnel, with this council, as with all other advisory councils, submit résumés to the council members, and various councils meet in the whole; some meet in search committees or whatever.

My understanding—and I have investigated this after the allegation was made—is that they were submitted résumés by presidential personnel, and out of those résumés they selected five or six people to interview, and the selection out of that was made for Rosemary Thomson.

The first time I ever met with Rosemary Thomson was after I got to the Department of Education, and I held a meeting of all the executive directors of the 7 presidential councils and, in addition, the 10 secretarial. Rosemary Thomson and I had lunch and met for the first time preceding that meeting, as I have had lunch and met and tried to meet with the other executive directors.

Senator PELL. In other words——

Ms. BORCHERDT. I was not involved, and I had never met her and did not know her.

Senator PELL. In other words, the Post article stating that Thomson received a phone call from the Department of Education is incorrect?

Ms. BORCHERDT. When she was selected, first of all, I was not at the Department of Education; I was still at the White House, serving in public liaison.

Senator PELL. My 10 minutes have expired, so I would defer at this point.

Senator HAWKINS. Senator Humphrey has some questions of this witness, but at this time he would like to make a statement in the record.

Senator HUMPHREY. Thank you, Madam Chairman.

Regarding the consideration of Mr. Justiz's nomination, I simply want to clarify an apparent misunderstanding with respect to the Acting Director, so that no one will misconstrue the situation.

I spoke with Mr. Sweet just a moment ago on the telephone, and he said that he wishes to continue serving the President, and preferably in his present position, and has never said anything that should be interpreted otherwise.

I simply wanted to read that into the record.

Senator HAWKINS. Fine. Surely men have a right to change their minds, just like ladies. [Laughter.]

Senator **Humphrey**. I have to say again that Mr. Sweet said that he never stated or implied otherwise.

Senator **Hawkins**. The record will so reflect.

Senator Pell, is it my understanding you want to call someone out of the audience to be a witness?

Senator **Pell**. No, no. There is a letter that went to the chairman asking that, six witnesses should be given an opportunity to testify. It was dated December 8. This is a copy, signed [indicating letter].

Senator **Hawkins**. Today is the 9th?

This letter is new to me, and I do not know that Senator Hatch has agreed. It is signed by the Democrat members of this committee—that there be six witnesses? No names. Is that true? No names, just organizations.

Senator **Pell**. Organizations, Madam Chairman.

Senator **Hawkins**. I think you should have names entered here, before we could agree to that.

To my knowledge, Senator Hatch has not agreed to this. Was it delivered last night?

Senator **Pell**. No. He did not agree to it; he did not deny it; it is just on the table. Or maybe he did decide against it; I am not sure.

Senator **Hawkins**. I think he decided against it.

Senator **Humphrey**. Madam Chairman, can we clarify the situation? The request is that six organizations—representatives—be permitted to testify at the conclusion of the proceedings here?

Senator **Hawkins**. At the conclusion of the proceedings.

Senator **Humphrey**. And these are not witnesses called by the——

Senator **Hawkins**. By name, but by organization.

Senator **Humphrey**. These are not organizations who were called as witnesses by the committee?

Senator **Hawkins**. No, they were not called as witnesses, and Senator Hatch was alerted last night.

Senator **Humphrey**. In 4 years, I have not seen this procedure before, and if it is subject to a point of order, then I would lodge one and suggest that normal procedures be complied with and that those witnesses be given an opportunity at another hearing on another day to present their testimony.

Senator **Pell**. I thank Senator Humphrey for his comment and I would also invite the chairman's attention to Senate standing rule 264(d), which says,

> When any hearing is conducted by a committee, except a committee on appropriations, upon any measure or matter, the minority of the committee shall be entitled, upon request made by a majority of the minority members to the chairman, before the completion of such hearing, to call witnesses selected by the minority to testify with respect to the measure or matter with at least one day of hearings thereon.

Senator **Hawkins**. Who are the witnesses? I just have organizations.

Senator **Pell**. This will take a parliamentarian to decide.

Senator **Hawkins**. No. I would like the names of the people you are talking about. Who are the witnesses? You asked for organizations, and organizations cannot speak.

Senator **Pell**. We will be glad to furnish the names.

Senator **Hawkins**. Do you have names, Senator Pell?

Senator **Pell**. Not at this moment. I could provide them for you within 10 minutes.

Senator **Hawkins**. Why do you not find the names of whoever it is has been selected to speak for these?

Senator **Humphrey**. Madam Chairman, I have another point of order. I have objected to the continuation of today's proceedings beyond 2 hours past the convening time of the Senate. The Senate convened at 9:45. If the chairman wishes, I will not lodge that point of order, but I reserve the right at this time.

Senator **Hawkins**. We have 14 names that we would like to get to and not labor over this particular issue.

It may be that, at the end of the day, if the Senate is going to recess early this evening—at the end of the day, we could call these witnesses and have someone listen to them. Would that be——

Senator **Humphrey**. Whatever the chairman wishes is fine with me. I will not object to continuing, if the chairman wishes to continue.

Senator **Hawkins**. I would like to continue on the other witnesses. I do not want to labor any longer on this particular issue, because it is just organizations. If Senator Pell will go get the names and bring them back, then we will decide—the members present will decide on what time they will be allowed, if at all, to speak.

Senator **Pell**. I do not intend to invoke the 2-hour rule either. I have no desire to hold up the proceedings. I just feel that this matter should be well ventilated.

Senator **Hawkins**. Well, we are talking about education and its handicaps, and I see some of the roadblocks we are putting in the way of getting this organization on the road and "hit the road running," which we have asked them to do, because of the numerous changes in leadership in its short life.

Do you have more questions for Ms. Borcherdt at this point?

Senator **Pell**. I do, yes.

Senator **Hawkins**. If you will continue your questions then, in the meantime I would like the names of the people that you would wish to testify for these six organizations, and we will decide at what point in time we will hear them. It must be this day.

Senator **Pell**. The names will be furnished.

I do not want to take up the time of the Senator from New Hampshire, if he wants to question the other people.

Senator **Humphrey**. I have yielded for now. Thank you very much.

Senator **Pell**. OK.

Senator **Hawkins**. But he does have an objection—do you not?—pending.

Senator **Humphrey**. I have or do not have, whatever the chairman wants me to have or not have.

Senator **Hawkins**. He has reserved the right to object. Proceed, Senator Pell.

Senator **Pell**. Thank you very much. And I will not object on those grounds, because I would like to see the matter resolved, too.

Ms. Borcherdt, while you were in the White House working on women's issues, what were the kind of educational equity issues that came before you?

Ms. **Borcherdt**. Well, the Women's Educational Equity Act was a primary concern to many of the women's organizations, and they expressed their concern to me about the President zero budgeting it out and desiring to block grant it into the States and localities.

Senator **Pell**. Can you recall any of the specific points that were raised?

Ms. **Borcherdt**. Those were the points that were raised by many of the women's organizations that were concerned with the Equity Act—the funding in this program.

Senator **Pell**. When the regulations to title IX of the Education Amendments of 1972, the only law that specifically addressed the problem of sex discrimination in education, were under review by the administration, did the women's groups raise this issue with you?

Ms. **Borcherdt**. Yes, they did raise that also regarding title IX and their concern. It was raised in the same meeting when they raised their concern about the WEE Act, and that also was expressed to the administration.

Senator **Hawkins**. Senator Pell, may I interrupt for just one moment?

Senator **Pell**. Certainly.

Senator **Hawkins**. We all know we have a time problem. The members on the National Council on Educational Research—if you will look in your notice—come from many, many States in the United States. At their own expense they have flown here today, and they must also leave. Contrary to the advertising we see that some airlines are "ready when you are," that is not true, and they have to catch the airline that is ready when they must leave.

I would like to ask the courtesy at this point, since Ms. Borcherdt lives here and obviously will be here for some time—if we could——

Ms. **Borcherdt**. I would be happy, Senator, to respond in writing to any or all questions.

Senator **Hawkins**. Or we could interrupt, and you could do it later vocally, if you so desire. But it would be my wish—and if you would concur, Senator Pell and Senator Humphrey—to call forward the members of the National Council on Educational Research, so that we can let them catch their planes, at their own expense, I would like to say—back home.

Senator Pell, would it be possible for Ms. Borcherdt to respond in writing at the conclusion of the day?

Senator **Pell**. No. I have some more specific questions that I wish to ask, but I will not invoke the 2-hour rule, and I will do my best to help the chairman.

[Responses to questions submitted by Senator Pell and additional material supplied for the record follow:]

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

December 14, 1982

Dear Senator Pell:

I am submitting my response to you regarding the questions which I received in my office at 11:00 A. M., Monday, December 13, 1982. Some of the questions were answered in my letter to you of December 13th. I am attaching that information for your ready reference.

If you have any more concerns, I will be most happy to meet with you again to respond to your inquiries.

1. WHAT ROLE DID YOU PLAY IN THE SELECTION OF NEW COMMISSIONERS FOR THE NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS?

   While I was in Presidential Personnel, I received resumes from persons put forward for this and other advisory councils. When I left Presidential Personnel to work in Public Liaison, I turned over this function and the related files to the office handling computerization of the Personnel Office at the White House. (See attached letter as an example.)

2. DID YOU PLAY ANY ROLE IN ADVISING THE NATIONAL ADVISORY COUNCIL ON HOW TO FIRE JOY SIMONSON, THE STAFF DIRECTOR OF THE NATIONAL ADVISORY COUNCIL?

   Yes. In response to questions from members of the Council, I provided information on personnel procedures for the replacement of an Executive Director. In addition, I suggested that they contact the Office of General Counsel at the Department of Education for advice.

3. DID YOU INSTRUCT ANY COUNCIL MEMBERS ON HOW TO FIRE JOY SIMONSON?

   Please see answer to Question 2 above.

4. DID YOU SHARE DINNER WITH SOME OF THE NATIONAL ADVISORY COUNCIL MEMBERS ON THE EVENING OF JULY 18, 1982?

   Yes. I had dinner with some Advisory Council members and others at the Empress Chinese Restaurant.

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

5. (a) AT THE DINNER ON JULY 18, DID YOU DISCUSS THE FIRING OF JOY SIMONSON WITH ANY OF THE COUNCIL MEMBERS PRESENT?

(b) IF YOU DID DISCUSS THE FIRING OF JOY SIMONSON, PLEASE DESCRIBE HOW THE SUBJECT WAS RAISED AND THE NATURE OF YOUR PARTICIPATION IN THE DISCUSSION.

(a) Yes.

(b) As the dinner was a social event, no notes or minutes were kept of the discussions which took place around the table. I was not a participant in each and every discussion. As the Council was meeting the next day and some of those present were individuals with whom I had discussed this in the past, they raised the question.

Some recently appointed Advisory Council members had expressed concerns to me about the manner in which Joy Simonson had managed the Advisory Council's activities in the interim period between the announcement of the new Council and their confirmation by the Senate. Additionally, Ms. Simonson had distributed to Council members material critical of Administration policies and actions. As a result of this behavior on the part of Ms. Simonson, these members were anxious to have a Director managing the affairs of the Council on a day to day basis whose philosophies would be more in keeping with their own. This Council did not meet until July 19, 1982, eighteen months into the Reagan Administration. Up until this time, Ms. Simonson was one of the highest paid women in the Reagan Administration even though she publicly opposed many of its positions. These Presidentially-appointed members did not want this situation to continue for any longer than was necessary and sought advice on the proper legal measures which could be taken to replace a person in this position. I might add that I agreed completely with this concern and believed that the termination of Ms. Simonson best advanced the cause of women's educational equity.

6. HAVE YOU EVER DENIED PERMISSION FOR THE STUDENT LIAISON OFFICER AT THE DEPARTMENT OF EDUCATION TO MEET WITH ANY GROUP?

No. (Please refer to attached material which was submitted yesterday.)

7. WILL YOU GIVE YOUR ASSURANCE THAT YOU WILL OPEN ACCESS TO THE STUDENT LIAISON OFFICER FOR THE UNITED STATES STUDENT ASSOCIATION OR FOR ANY OTHER GROUP THAT WANTS TO MEET WITH THE STUDENT LIAISON OFFICER?

Yes. (Please refer to attached material which was submitted yesterday.)

8. DID YOU TRANSMIT THE NAMES OF CANDIDATES FOR THE POSITION OF STAFF DIRECTOR FOR THE NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS TO THE SEARCH COMMITTEE OF THE NATIONAL ADVISORY COUNCIL?

No. Mary Ann Urban in Presidential Personnel submitted resumes, and her assistant made appointments for the interviews.

9. DID YOUR OFFICE IDENTIFY CANDIDATES FOR THE POSITION OF STAFF DIRECTOR TO THE SEARCH COMMITTEE?

No. Please see above.

10. (a) THE MINUTES OF THE MEETING OF THE NATIONAL ADVISORY COUNCIL OF WOMEN'S EDUCATIONAL PROGRAMS ON JULY 19 AND 20, 1982, STATE THAT JUDITH MOSS "CALLED THE OFFICE OF PRESIDENTIAL APPOINTMENTS IN THE WHITE HOUSE AND INFORMED WENDY BORCHERDT THAT A SEARCH COMMITTEE HAD BEEN FORMED AND THAT THE COUNCIL WAS IN NEED OF CANDIDATES TO INTERVIEW FOR THE POSITION OF EXECUTIVE DIRECTOR. MS. BORCHERDT INFORMED MOSS THAT HER OFFICE HAD IDENTIFIED CANDIDATES WHOM THEY FELT WERE QUALIFIED, THAT SHE WOULD BE PROVIDING RESUMES, AND WOULD BE ABLE TO ARRANGE APPOINTMENTS". ARE THESE STATEMENTS TRUE?

(a) No.

(b) IF THE ABOVE STATEMENTS ARE NOT TRUE, PLEASE DESCRIBE YOUR UNDERSTANDING OF HOW THE SEARCH COMMITTEE COLLECTED THE NAMES AND RESUMES OF CANDIDATES.

(b) Please refer to Question 8.

11. PLEASE DESCRIBE ALL CONTACT YOU HAD WITH BETTY CORDOBA, ACTING CHAIR OF THE NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS, DURING THE SPRING OF 1982?

I have no manner in which to document my contact with Betty Cordoba. My telephone log is in the White House files, for no papers may be taken from the White House when one leaves. In fact, it has been difficult for me to document my answers throughout the entire process because I do not have access to these logs.

Betty and I have been political friends for several years in California. We speak by telephone frequently on political concerns in California on matters affecting women in the Reagan Administration, as well as personal family matters such as her finding her brother after thirty years, etc.

I would say that we spoke on the telephone an average of once every three weeks.

12. PLEASE DESCRIBE THE POSITIONS, TITLES, AND DATES OF SERVICE OF ALL POSITIONS WHICH YOU HELD AT THE WHITE HOUSE DURING 1982.

Please refer to the attachment describing my duties in the White House.

13. (a) IF YOU DID SHARE DINNER WITH MEMBERS OF THE NATIONAL ADVISORY COUNCIL ON THE EVENING OF JULY 18, PLEASE DESCRIBE THE NAMES AND POSITIONS OF ALL INDIVIDUALS PRESENT AT THE DINNER, TO THE BEST OF YOUR ABILITY.

(a) The following persons were present according to my recollections: Betty Cordoba, Advisory Council; Jean Benish, Department of Education; Hugh Beard, Department of Education; Marcie Lehr, Advisory Council; John Schrote, Presidential Personnel; Helen Valerio, Advisory Council; Irene Robinson, Advisory Council; Susan Phillips, Department of Education; Mary Jo Arndt, Advisory Council; Monica Harrison, Department of Education; and Eleanor Rooks, Advisory Council.

(b) TO THE BEST OF YOUR KNOWLEDGE, PLEASE DESCRIBE WHO ORGANIZED THE DINNER PARTY AND HOW YOU WERE NOTIFIED ABOUT IT.

(b) I was notified, I think, by Betty Cordoba who wanted to have dinner while she was here in Washington.

Sincerely,

Wendy Borcherdt

Wendy Borcherdt
Deputy Under Secretary-Designate

The Honorable Claiborne Pell
United States Senator
Labor and Human Resources Committee
RSOB, Room 325
Washington, D. C. 20510

U.S. DEPARTMENT OF EDUCATION

MEMORANDUM

DATE: December 13, 1982

TO: The Honorable Orrin G. Hatch, Chairman
Labor and Human Resources Committee

FROM: Wendy Borcherdt WB
Deputy Under Secretary-Designate
Department of Education

SUBJECT: Student Liaison Officer's Meeting with
United States Student Association

As this package was being assembled, Mary Hayter received a call from Kathy Ozer, USSA Legislative Director, notifying her that the meeting with Janice Fine and staff was cancelled on account of Ms. Fine being ill. Ms. Ozer indicated she would be calling back on Tuesday to reschedule the appointment.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

REAGAN ADMINISTRATION DUTIES

1981 - 1982 Associate Director
Presidential Personnel
The White House

Responsibility included the recruitment of women for the Reagan Administration. In this capacity, extensive contact with all women interested in senior level positions in the Administration. Extensive contact with Assistant to the President for Personnel and Director, Deputy Director, and other Associates of Presidential Personnel in the selection process.

Responsibility for the selection and recruitment of United States Ambassadorial candidates. Interviewed candidates for selection and presented their qualifications to the Ambassadorial Selection committee comprised of Senior White House Staff, National Security Advisor, and Senior State Department Staff. Responsibility for the selection of candidates for senior level positions at the Department of Housing and Urban Development and Labor Department. Review of qualifications of each candidate and input in final selection process.

1981 - 1982 Special Assistant to the President
for Public Liaison
The White House

Primary function as focal point for women's organizations, volunteer, and arts and humanities organizations to the White House. Initiated outreach to over 1,000 organizations in these fields by providing material, determining public opinion, and developing support for the President's programs.

Insured the participation of these organizations at White House Briefings.

Extensive public relations by media appearances on television, radio talk shows, speaking at national and state conventions.

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Meetings held since Student Liaison Officer joined the Office of Intergovernmental and Interagency Affairs.

13 OCTOBER 1982 - Breakfast meeting with College Republicans: Steve Baldwin

26 OCTOBER 1982 - Presidential Classroom for Young Americans: Brian Foss, Cynthia H. Dorfman

29 OCTOBER 1982 - National Hispanis Student Network: Angel L. Rivera

3 NOVEMBER 1982 - Frontlash, Inc.: Jessica Smith

3 NOVEMBER 1982 - Robert F. Kennedy Youth Policy Institute: David Crawford, Heidi Schallenberg, Student Press Service: Elaine Song: Student Press Law Center: Jeri Okamoto

8 NOVEMBER 1982 - American Student Association: Randy Banis: Legislative Director

10 NOVEMBER 1982 - American Student Association: Micheal Chapman, President: Linda Love, Executive Director

10 NOVEMBER 1982 - National Coalition of Independent College and University Students (COPUS): Jonathan Katz, Miriam Rosenberg

16 NOVEMBER 1982 - Americans for Democratic Action Youth Caucus (ADA): Chris Anderson

17 NOVEMBER 1982 - College Young Democrats: Elizabeth (Missy) Burke

17 NOVEMBER 1982 - Committee for Responsible Youth Politics: Lilli K. Dollinger

17 NOVEMBER 1982 - American Student Association: Randy Banis with Jim Moore, Student Financial Assistance Program Coordinator

19-21 NOVEMBER 1982 - National Conference on International Youth Year.

23 NOVEMBER 1982 - Student National Education Association (SNEA) Jennifer Bernat

23 NOVEMBER 1982 - Charles Edison Memorial Youth Fund: Shari Lasley

24 NOVEMBER 1982 - Frontlash, Inc.: Jessica Smith

26 NOVEMBER 1982 - USSA Trio Director: Kevin Shibilski (cancelled by Shibilski)

30 NOVEMBER 1982 - NAACP Youth Program: Bill Morton (No show by Morton)

30 NOVEMBER 1982 - Frontlash, Inc.: Jessica Smith

1 DECEMBER 1982 - USSA Trio Director: Kevin Shibilski

2 DECEMBER 1982 - Minnesota Student National Education Association: Elizabeth Rivera, Director

6 DECEMBER 1982 - Congressman Steve Gunderson and Judd Stevenson, Collegiate Council Coordinator

UPCOMING MEETINGS SCHEDULED

13 DECEMBER 1982 - United States Student Association (USSA) Janice Fine, President and Staff, USSA Office

14 DECEMBER 1982 - National Organization of Black University and College Students (NOBUCS): Sterling Henry

14 DECEMBER 1982 - College Republicans: Randy Dwyer

17 DECEMBER 1982 - Student National Medical Association: Cheryl Lynn Walker

27 DECEMBER 1982 - University of Minnesota Student Association (University of Minnesota): Randy Zimmerman, Administrative Officer

27 DECEMBER 1982 - Minnesota State University Student Association (MSUSA): Michael Holmes, State Chair, Eduardo Wolle, Executive Director

27 DECEMBER 1982 - Minnesota Frontlash, Inc. Director: Joel Klaverskamp (Tentative)

28 DECEMBER 1982 - United Council of University of Wisconsin Student Governments: Scott M. Bentley, President

22 October 1982 Student Liaison Officer Reception

The following organizations were invited to a reception introducting Mary Hayter, shortly after her selection as Student Liaison Officer. The numbers in parenthesis indicate how many representatives of the particular organizations attended the reception.

ADA Youth Caucus (1)
American Student Association (ASA) (2)
Associated Students for Higher Education
Association of Student International Law Society
Charles Edison Memorial Youth Fund
Committee for Responsible Youth Politics (1)
National Coalition of Independent College and
  University Students (COPUS) (1)
College Republicans (CR) (3)
Frontlash, Inc. (1)
Future Farmers of America
Hispanic Higher Education Coalition
Leadership Institute
National Association of Students with Handicaps
National Organization of Black University and
  College Students (NOBUCS) (1)
National Student Educational Fund (NSEF) (4)
National Third World Student Coalition (NTWSC)
National Women Students Coaliation (located in Iowa)
Presidential Classroom for Young Americans (2)
Students for a Better America
Students for a Libertarian Society
Student National Medical Association (relocated in Maryland)
Student National Education Association
Student Press Law Center (1)
Student Press Service (1)
United States Student Association (USSA) (16)
United States Youth Council (USYC) (2)
Young Americans for Freedom (YAF) (1)
Young Democrats
Youth Policy Institute (1)

EDUCATION UPDATE

STUDENT LIAISON OFFICER'S MONTHLY MEMO TO STUDENTS:

NOVEMBER 1982

STUDENT LIAISON INTRODUCTION

Before I address the current status of educational programs and issues, I would like to take this opportunity to introduce myself. My name is Mary Hayter, and I am the tenth Student Liaison Officer (SLO) to serve in the Department of Education. As a Senior at the University of Wisconsin-La Crosse, I have been involved in student government and have participated in the Wisconsin State Student Association, United Council.

My SLO term began on October 4th and will be completed in early April. The SLO is the Department of Education's official communications link with the nation's college and university students. I currently work in the Office of the Deputy Under Secretary for Intergovernmental and Interagency Affairs. In carrying out the duties of the SLO position, [redacted]

Education Update (Monthly Memo to Students) will be the major communication vehicle to disperse pertinent education information to students. Like my predecessors, I feel this memo is needed to communicate accurate information concerning the Department's policies and positions on educational issues.

I am looking forward to a productive term as your SLO. If at any time you have questions or comments pertaining to Education Update or any other issue where the Department and students are involved, please feel free to contact me, and I will be glad to assist you.

[redacted]

Mary E. Hayter

Mary E. Hayter
Student Liaison Officer
FOB-6 Room 3073
400 Maryland Avenue, Southwest
Washington, D.C. 20202
(202) 472-5812

400 Maryland Avenue, SW: Washington, D.C. 20202

NOVEMBER GUEST COMMENT - T. H. BELL
U. S. SECRETARY OF EDUCATION

In August 1981, I established a National Commission on Excellence in Education to serve as the centerpiece of a campaign to encourage all of America's schools, colleges and universities, and every individual in the Nation's very large education community, to enhance excellence in learning.

For more than a year, the Commission has been conducting public hearings and scholarly investigations into the current state of American education. It is now preparing its final report.

It is my hope and expectation that the Commission's work will be the touchstone of nothing less than a renaissance in the Nation's colleges and universities. The elements of creative revolution are coming together. There is a widespread concern with the pace and the methods of education in the country today. Yet our thousands of public and private institutions abound with brilliant scholars and scientists, and each year's graduates include students whose outstanding capabilities confirm that some people in some schools are being educated brilliantly. We now have the means, through communication technology, to share and disseminate significant developments in knowledge in a real time-frame.

These elements--the wide awareness of a need for improving education, successful examples, and the means of immediate dissemination--make up a potent critical mass. Its tremendous power will be released when students become aware of how much more they could be capable of doing, how much fuller their lives could be, and how much richer a culture we could all share if the quest for excellence guided every educational activity.

This generation will have in its hands tools of a hitherto unimagined power. Their education must prepare them with the means and the courage to master them.

THBell

DEPARTMENT OF EDUCATION OBJECTIVES FOR FISCAL YEAR 1983

Late in October, Secretary Bell outlined the goals and the priorities of the Department of Education for Fiscal Year 1983. The Secretary's list of objectives are to "attain unity of purpose and effective coordination among the Units" within the Department. The following are the Departments priorities and goals for Fiscal Year 1983.

1) Excellence in Education

    A. Strengthening education by returning the resources and the responsibilities for educational decision-making to states and local communities and eliminating the prescriptive administration of federal programs.

    B. Assisting local educators to renew our nation's commitment to excellence and achievement in education at the local level by promoting identification, development, and communication of effective practices.

2) Implement higher standards for the performance of all personnel.

3) Improved Debt Collections on defaulted student loans.

4) Prevention and reduction of fraud, waste and mismanagement.

5) Regulation reform to reduce and eliminate unnecessary rules. The Department is to identify all possible deregulation efforts.

6) Reduction of reporting requirements and paperwork within the Department.

7) Implement an approach to Civil Rights enforcement that encourage more state education agency, local education agency, and higher education leadership enforcement of civil rights laws.

8) Education and work. Deals with the consolidation of vocational and adult education and replaces the exceedingly complex Vocational Education Act of 1963.

9) Dismantling the Department of Education. Replacing the Department with a foundation-type structure more appropriate to a very limited, non-regulatory Federal role for education.

10) Passage of Tuition Tax Credits.

11) Reorganizing Student Financial Aid Programs.

12) Maintaining our commitment to Special student populations, (i.e. disadvantaged, handicapped, military-dependent, and Native American students.)

MINORITY STUDENTS INCREASE SAT SCORES

IMPROVING SAT SCORES

		Average Scores	
		1976	1982
American Indians			
	Math	420	424
	Verbal	388	388
Asians			
	Math	518	513
	Verbal	414	398
Blacks			
	Math	354	366
	Verbal	332	341
Mexican-Americans			
	Math	410	416
	Verbal	371	377
Puerto Ricans			
	Math	401	403
	Verbal	364	360
Whites			
	Math	493	483
	Verbal	451	444

The College Entrance Examination Board presented the above figures which demonstrate the first increase in the overall SAT scores in nineteen years. The Board, which sponsors the Scholastic Aptitude Test (SAT) for college-bound high school students, noted the most improvement in minority students' scores, with the greatest improvement in the scores occuring among blacks.

Annually about one million college-bound high school students take the SAT's. These tests range in scores in both the math and verbal sections from 200 to 800.

PLUS - STUDENT LOAN PROGRAM

By the end of 1982, another guaranteed student loan will be available in all 50 states. PLUS (Parent Loans for Undergraduate Students) was created by Congress in 1980 and is technically referred to as Auxiliary Loans to Assist Students. PLUS loans are available for parents of dependent undergraduate students, independent students and graduate students. Graduate students are allowed to borrow directly. The interest rate for PLUS loans is at 14% and is expected to drop to 12%.

PLUS loans are made by a lender (bank or credit union) like Guaranteed Student Loans (GSL's). Borrowers do not have to show financial need, and there is no income limit. PLUS loans taken out by parents for undergraduates have an annual ceiling of $3000, independent undergraduate students may borrow up to $2500 per year. The total borrowing limit for PLUS loans is $15,000. Graduate students who borrowed $15,000 PLUS loans as an undergraduate may borrow up to $15,000 more.

Parents taking out PLUS loans must begin repayment within sixty days, while full time student borrowers may defer payments until after graduation.

DEPARTMENT OF DEFENSE AUTHORIZATION ACT, 1983

Male college students who fail to register with the Selective Service will be ineligible for educational financial aid due to an amendment to the Department of Defense Authorization Act, 1983 (S 2248). The Department of Education was given responsibility for verification of registration. Congress urged the Department of Education to keep regulations to a minimum so as to limit the administrative burden on colleges and universities.

This requirement takes effect in the upcoming academic year, 1983-84. Currently, 94% of the men who are of registration age have complied with the Selective Service Act and have registered. Of the six percent who have not registered, it is difficult to determine if they are college students who apply for financial aid and thus would be affected by this provision. This is the first time that financial aid has been contigent upon another agency and its programs.

BILL PASSED DEALING WITH THE COLLECTION OF OVERDUE STUDENT LOANS

Prior to the current Congressional recess, the House and Senate passed HR 4613. The bill was created to aid the federal government in collecting billions of dollars in delinquent debts.

HR 4613 allows:

- The federal agencies to obtain the assistance of credit bureaus and collection agencies in locating delinquent borrowers.

- Individuals who apply for any form of federal financial aid must provide their social security numbers.
- Credit bureaus are now exempt from restrictions previously outlined in the Privacy Act.
- Agencies are allowed to charge additional interest or penalties on overdue debts.
- Deductions up to 15% of a federal employee's wages after retirement contributions and taxes.
- The IRS is to inform other federal agencies if a prospective borrower has an outstanding tax liability.
- Mailing addresses may be obtained by debt collectors from the IRS.

Statistics from the General Accounting Office (GAO) and the Office of Management and Budget (OMB) illustrate that as of September 30, 1979 over $25 billion of federal debts were delinquent, and this total is increasing.

COLLEGE AID RULES SET

Congress on September 29, 1982 adopted a measure (S 2852) which set the rules for college student assistance programs for the 1983-84 academic year. S 2852 mandated the extension of rules now being used for the current academic year (1982-83) to be used for the 1983-84 academic year. This would affect primarily Guaranteed Student Loans (GSL's) and Pell Grants.

S 2852 restored student aid to veterans who lost aid because of legislation passed in 1981.

Major provisions of S 2852 are:

- Reserving $30 million of Fiscal Year 1982 supplemental appropriations for Pell Grant aid to Veterans who lost aid as a result of a 1981 law which required that all GI Bill payments to be considered as student aid in computing Pell Grant eligibility.
- Requires the Department of Education to use adjusted 1982-83 rules in 1984-85, if it failed to publish new rules by May 15, 1983.
- Department of Education is required to use the same rules for calculating the expected family contributions to a student's educational cost in 1983-84 academic year that it used in 1982-83 with certain limited adjustments. Family contributions determine the amount of grant and or loan money a student may receive.

- Continuing through the 1983-84 academic year, the maximum a Pell Grant can be is $1800 or 50% of a student's cost of attending an institution, whichever is less.

- To establish a formula for Pell Grants in specific cases where low income students who receive $200 or less from their families would receive their full Pell Grant Award.

JOB TRAINING BILL

The new Job Training Bill (S 2036) which will replace the outgoing Comprehensive Employment and Training Act (CETA) was passed by both Houses of Congress on September 30, 1982. The purpose of this bill is to provide job training skills to unemployed, low-income individuals. S 2036 does not allow payment for public service employment for the jobless like the CETA program did.

S 2036 outlines lengthy provisions. The major points being:

- Aid to youth and unskilled adults in entering the job market, along with providing job training to low-income individuals who are having trouble obtaining employment.

- Governors are given the responsibility and authority to designate what state agencies should be involved with the job training programs.

- The Labor Department is to develop standards for measuring the success of the state and local job training programs and their impact on the involved individuals.

- Both the Labor Department and States are to monitor the use of funds to eliminate misuse.

- Procedures which outline a smooth transition from CETA programs to the new job training programs.

- Funding would be distributed to the states via the following formula:

  1/3 on the basis of each states share of low income population,

  1/3 on the basis of the states share of the total number of unemployed individuals living in areas with unemployment greater than 6.5%,

  1/3 according to the ratio between the number of unemployed in the state in excess of 4.5% of the work force, and the total number of unemployed greater than 4.5% of the work force.

BACK TO SCHOOL FORECAST

The following information is from the National Center for Educational Statistics, which establishes a "Back to School" Forecast at the beginning of every academic year.

The forecast for the 1982-83 academic year reports the following:

- U. S. Colleges and universities will enroll 128,000 more students than the all-time high of nearly 12.4 million reached in the 1981-82 academic year.

- Current trends toward the increased enrollment of minority students, part-time, older, and women students will continue.

- Nine percent of the $215 billion projected to be spent on education in 1982-83 will come from the federal government ($19.35 billion); 39 percent ($83.85 billion) from State governments; 25 percent ($53.75 billion) from local governments; and 27 percent from a variety of other sources, such as private gifts and grants and endowment earnings.

SUPREME COURT ACTION AND EDUCATION

On October 12th, The United States Supreme Court listened to the arguments dealing with Bob Jones University (Greenville, South Carolina) and Goldsboro Christian Schools (Goldsboro, North Carolina. These cases dealt with the question of the Internal Revenue Service (IRS) tax exempt status for colleges and universities that practice racial discrimination.

The IRS on June 10, 1970 instituted a policy which would deny or revoke tax exempt status, which was available to non-profit charitable and educational organizations, if they were seen as discriminatory.

Both institutions were ruled ineligible for the tax exemptions by the IRS policy, meaning they were obligated to pay federal taxes and they also lost the right to receive tax deductible contributions. Since they were ruled ineligible in 1970, they have been successful in their attempt to fight the IRS policy in court.

In defense of Bob Jones, attorney, William B. Ball and William G. McNairy defending Goldsboro argued that Congress never authorized the IRS policy and even if they did, "discrimination based on religious belief is tamper proof under the First Amendment's guarantee of religious freedom." William T. Coleman, Former Transportation Secretary was the Special Advocate in defense of the IRS replied that "Congress has known about the IRS policy for a decade. It has been upheld by lower courts, debated on Capitol Hill and aired widely for ten years. Yet Congress made no change on it." Coleman views this as a form of ratification of the IRS policy by Congress.

Bob Jones University has policies that prohibit its students from interracial dating and marriage and Goldsboro Schools do not admit Blacks. William Ball in defense of the institutions stated that the policies are religiously motivated not racially. The Fourth Circuit Court views that as a violation of the nations's "clearly defined public policy" condemning racial discrimination.

In regards to the Supreme Court decision, which is not expected for several months, Assistant Attorney General, William Bradford Reynolds stated that "the United States Government has no tolerance for racial discrimination in the field of Education."

SECTION 504

Section 504 of the Rehabilitation Act of 1973 was established to eliminate discrimination based on disability. The first regulations dealing with Section 504 were issued in 1977. The regulations have influenced colleges and universities nationwide by making them more acessible to disabled individuals.

New guidelines influencing the implementation of Section 504 have been under review by the Office of Management and Budget (OMB) for sixty days. Following OMB's review, the guidelines are sent to the Department of Justice for further review and approval by the Attorney General. After the Attorney General's approval, the guidelines will be published in the Federal Register. Regional hearings on the guidelines will be held by the Department of Justice, for an estimated four month period.

WHITE HOUSE INITIATIVE FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Executive Order 12320 was signed on September 15, 1982 by President Reagan. The purpose of the Order was to "achieve significant increases in the participation of historically Black Colleges and Universities in Federally sponsored programs." The Order went on to request the removal of federal agency barriers such as regulations and efforts to involve the private sector in assisting HBCU's. Executive Order 12320 solidifies the President's commitment to strengthening institutions which have played a vital role in the development and expansion of Black minds and aspirations.

The Department of Education provides HBCU's with the majority of Federal funds through primarily student financial aid programs. The following Federal agencies cotnribute to HBCU's financially and also through programs. The Department of Health and Human Services will contribute in fiscal year 1982 $52.2 million to benefit the development and research of a scientific nature as well as recruitment projects, fellowships and traineeships. The Department of Transportation has increased it s support for HBCU's by 158% between fiscal year 1981 and 1982. An increase of 106% was responsible for creative programs sponsored by the Department of Housing and Urban Development from fiscal year 1981 to fiscal year 1982.

Federal funding increased for HBCU's from $544,794,000 in fiscal year 1981 or 5.4% of all funds made available to instututions of higher education, to $546,911,000 in fiscal year 1982, or 5.7% of all funds for similar institutions. This is an overall increase to HBCU's of $2,117,000. in a year.

HBCU's brought a change in the mode of segregation when they were established during the emancipation era, over 135 years ago. Originally organized as grade and vocational schools, HBCU's evolved into teacher training centers, providing a pool of instructors for segregated public schools in the southern United States. Black education and HBCU's in 1890 received a boost with the creation of the state-supported Black Land Grant Colleges, through the Second Morrill Act.

Over one hundred HBCU's are located primarily in fifteen southern states and the District of Columbia. More than 20,000 students are today enrolled in HBCU's, which means that two out of every ten black college students attend a HBCU. The sizes of HBCU's vary from less than 500 students to universities with more than 10,000 students.

To continue the high quality excellence of HBCU's the following plans were outlined in the President's Executive Order last year:

- Development of an Annual Federal plan to assist HBCU's.
- Efforts to involve the private sector in strengthening HBCU's.
- Reduction and elimination of barriers which have "unfairly resulted in reduced participation in, and reduced benefits for Federally sponsored programs" by HBCU's.
- Review of all Federal agencies to determine what assistance the agency would be capable of providing to HBCU's.

The following is a listing of the twenty-six agencies and departments which provide 98 percent of all Federal funds supporting activities and projects at HBCU's.

Agency for International Development
Department of Agriculture
Department of Defense
Department of Education
Department of Housing and Urban Development
Department of Justice
Department of State
Department of Treasury
Equal Employment Opportunity Commission
National Aeronautics and Space Administrationn
National Endowment for the Arts
National Science Foundation
Small Business Administration
Appalachian Regional Commission
Department of Commerce
Department of Energy
Department of Health and Human Services
Department of the Interior
Department of Labor
Department of Transportation
Environmental Protection Agency
International Communication Agency
National Endowment for the Humanities
Nuclear Regulatory Commission
Veterans Administration

On the first anniversary of Executive Order 12320, President Reagan reaffirmed his commitment to HBCU's by issuing a new Presidential Directive to Federal Agency heads. The three points the President outlined were:

- Agencies are to continue efforts to eliminate identified barriers to HBCU's participation in Federal programs.
- Agencies should be placing an emphasis on the use of program funds to help improve the adminstrative structures of HBCU's.
- Agency programs which have decreased funding for all higher education institutions should strive to increase the percentage allocated to HBCU's.

President Reagan's Executive Order has been a very successful one since its inception last fall. It is probably the best federal effort to strengthen and support the HBCU's in a number of years.

SUPPLEMENTAL ALLOCATION FOR CAMPUS-BASED STUDENT FINANCIAL AID

On July 28, 1982, T. H. Bell announced a plan to decrease National Direct Student Loan (NDSL) default rates by cutting Federal loan funds to 528 institutions having student default rates of 25% or more. This plan is to encourage institutions to collect on loans made under NDSL program. Two-thirds of the funds for NDSL come from re-payments of outstanding loans.

During the first week of October, Secretary Bell made over $3.29 million available for campus based student financial aid programs for this academic year to help more than 4,888 students who have encountered financial penalties because they attend an institution having a high student loan default rate.

The $329 million will be dispersed between the NDSL program ($153 million), the Supplemental Educational Opportunity Grant (SEOG) program ($886,000), and the College Work Study (CW-S) program ($877,194).

The Campus based NDSL program was created by the Eisenhower Administration and Congress in 1958. In the past 24 years the NDSL program has spent $75 billion providing aid to the 6.5 million students.

The NDSL in the past has not been as strict with defaulters as the Guaranteed Student Loan (GSL) program. The NDSL program makes the institutions responsible and obligated to collect the NDSL's not the government, which is the case with GSL's.

NATIONAL DEFAULT RATES OF NDSL

16%	June/July 1982
11%	October 1982
10%	Estimate by the end of 1982

EDUCATIONAL REFERENCES AND PUBLICATIONS

Items 1-4 may be obtained by request, free of charge from this office. The address is on the front of the memo. Items 5-11 may be obtained from the sponsoring organizations.

1. Counselor's Handbook. 1982-83 Intended to assist Counselor's who are helping students apply for financial aid.
2. Federal Financial Aid. For men and women resuming their education or training. April 1982. Publication E-82-15003.
3. The Pell Grant Formula 1982-1983, Booklet is to help understand how the U. S. Department of Education determines which students receive a Pell Grant. Publication # 1982 0-379-062.
4. The Student Guide: Five financial aid programs 1982-83. Publication # E-81-15001. (The 1983-84 Student Guide will be available by mid-January 1983.
5. Career Planning and Placement Strategies for Post Secondary Students with Disabilities. Information about projects and programs that show the positive career planning and placement strategies on campuses, in federally sponsored programs and in programs with a nationwide focus. Single copies are free from *HEATH Resource Center, One Dupont Circle, Northwest, Washington, D. C. 20036
6. Education for Work. A guide to postsecondary vocational-technical education for disabled students. Single copies are free from HEATH Resource Center, same address as publication 5.
7. Issues and Answers for Implementing Section 504. General resource guide on Section 504 or the 1973 Rehabilitation Act. Single copies are available from HEATH Resource Center, same address as publication 5.
8. Financial Aids for Higher Education. By Oreon Keesler. William C. Brown Company; 2460 Kerper Boulevard; Dubuque, Iowa 52001.
9. Getting Into College. A survey of changing admission requirements in Western public Higher Education Institutions. High school graduates face stiffer entrance requirements at Western colleges and universities; this report covers the potential impact on students in eight western states. Free from the Publications Secretary; Western Interstate Commission for Higher Education; Post Office Drawer P; Boulder, Colorado 80302.
10. List of Fellowships and Aids to Advanced Education. Publication Office; National Science Foundation; 1800 G Street, Northwest; Washington, DC 20550.
11. Student Work/Study/Travel Catalog, 1982. Outlines travel bargains plus work-and-study-abroad opportunities available throughout the world. Includes application forms for international student I.D. card, discount insurance and more. Free from the Council on International Education Exchange; 205 East 42nd Street, New York, New York 10017.

GENERAL ANNOUNCEMENTS

A new addition to Education Update will be a general announcement section, where student organizations may publicize upcoming conventions, conferences, forums or seminars which would be of interest to other students. This service will be more effective to National and State organizations, but all organizations are welcome to contribute. Forward all the necessary information on the function a month in advance to me. With the circulation of Education Update to over 3200 student organizations, this service may be helpful.

The Federal Forum, Seminars in Government. This is a week long program offered by Presidential Classroom for Young Americans in cooperation with the University of Virginia, in Washington, DC. Both sessions during the summer are open to college students. The dates for the Federal Forum are June 25 - July 2 and July 9-16, 1983. More information will be in upcoming issues of Education Update, or you may contact me or the Director of Admissions, The Federal Forum; Post Office Box 19804; Washington, DC 20036.

Please notify me if your organization has a new address or if it is receiving numerous copies of Education Update. I am in the process of cleaning up and updating the Memo's mailing list. If there are other organizations or individuals you know which would like to be on the mailing list, please let me know.

Finally, if there are education/student related issues (topics) you would like written about in future Education Updates, please being them to my attention. Education Update should reflect your informational needs.

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C.

3 December 1982

Dear Friend,

Attached is a brief memo highlighting commemoration of the first anniversary of the imposition of martial law in Poland last December 13, 1981.

A message of support for Solidarity and the suppressed Polish citizens is not limited to activities occuring December 13, 1982, it can be an ongoing commitment and project.

Because there is only a short period of time to prepare and promote campus activities in conjunction with the December 13, 1982 anniversary, may I suggest that you contact the sources listed on pages two and three for information regarding activities you might coordinate now and in the future.

If activities are taking place on your campus or in the local community, I encourage your participation.

Best regards,

Mary

MARY E. HAYTER
Student Liaison Officer
Department of Education

EDUCATION UPDATE

STUDENT LIAISON OFFICER'S MONTHLY MEMO TO STUDENTS:

SPECIAL EDITION 3 DECEMBER 1982

SOLIDARITY: A DECLARATION OF HOPE

December 13, 1982 markes the first anniversary of the imposition of martial law and the Jaruzelski regime's attempt to subjugate Poland's Solidarity labor movement. A wide variety of events and proclaimations are being planned in the United States to demonstrate support for the people of Poland. Although the Jaruzelski regime has outlawed Solidarity, the union and its leader Lech Walesa continue to serve as a symbol of freedom.

Lech Walesa's release is partially due the concern of the free world. December 13, 1982 provides us with the opportunity to send a united message to the Polish authorities that the free world will not tolerate the continued suppression of the right of self determination and encourages democratization.

As the Student Liaison Officer in the Department of Education, I want to encourage you and fellow students to observe Solidarity Day Through solidarity and with Solidarity we can let the people of Poland know that they are not alone in their fight against martial law. We owe it to them, and to ourselves to take notice of this anniversary. The people of Solidarity have inspired us by their brave actions, involvement and dedication.

President Reagan will participate in events to recognize the significance of this day. I urge you to join in a show of Solidarity, by encouraging such activities on your campus.

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ORGANIZATIONS INVOLVED WITH THE SOLIDARITY MOVEMENT IN THE UNITED STATES

- The Committee in Support of Solidarity, based in New York City, organizes efforts on behalf of the Solidarity movement in Poland and general human rights for the Polish people.

  The Committee reports on events in Poland through information gathered from underground Solidarity publications, the official Polish press, interviews with Polish citizens and foreigners who have been allowed to leave Poland, and sources in Poland and Europe. Its reports are published weekly or bi-weekly.

  The Committee also:

  - provides speakers for college campuses, the press, and community organizations.
  - Advises humanitarian organizations on helping the Polish people.
  - Provides information on Poland.
  - Encourages public awareness of the situation in Poland.

  For further information contact:

  The Committee in Support of Solidarity
  Twenty-fifth Floor
  275 Seventh Avenue
  New York, New York 10001
  (212) 989-0909

- Frontlash Polish Workers Task Force, was created in December 1980 when Poland's free trade union, Solidarnošé, requested financial and moral support from the West. Frontlash's Polish Workers Task Force can assist in obtaining speakers for campuses and provide information on Solidarity campus activities and projects. The Task Force is leading a campaign to keep the issue of Solidarity alive. To publicize Solidarnošé, the Frontlash Polish Workers Aid Fund sells buttons, beltbuckles, baseball caps, bumperstickers, and T-shirts. Proceeds aid the Polish Workers Aid Fund. For more information on Frontlash and its Solidarnošé efforts, call or write:

  Frontlash, Inc.
  Polish Workers Aid Fund
  Suite 203
  815 16th Street, Northwest
  Washington, D.C. 20006
  (202) 783-3993

* College Republicans, Young Americans for Freedom and Young Democrats also provide information on Solidarity.

College Republicans
310 First Street, Northwest
Washington, D.C. 20003
(202) 484-6524

Young Americans for Freedom
Woodlawn Road
Sterling, Virginia 22170
(703) 450-5162

Young Democrats
1625 Massachusettes Avenue, Northwest
Washington, D.C. 20036
(202) 797-5900

Mary E. Hayter

MARY E. HAYTER
Student Liaison Officer
FOB-6 Room 3073
400 Maryland Avenue, Southwest
Washington, D.C. 20202
(202) 472-5812

EDUCATION UPDATE

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

STUDENT LIAISON OFFICER'S MONTHLY MEMO TO STUDENTS:
DECEMBER 1982

ELECTION '82 AND EDUCATION

The 33 member House of Representatives' Education and Labor Committee will include six new members, due to the November 2, 1982, election results.

Representatives not returning to the 98th Congress and to the Education and Labor Committee are Wendell Bailey (R-Missouri), Lawrence J. DeNardis (R-Connecticut), Arlen Erdahl (R-Minnesota), Millicent Fenwick (R-New Jersey), Eugene Johnston (R-North Carolina), and Peter A. Peyser (D-New York).

Representative Carl D. Perkins (D-Kentucky) will remain the chairperson of the Education and Labor Committee, and Representative John N. Erlenborn (R-Illinois) will retain his position as the ranking minority member of the committee.

There will be a new chairperson of the Senate Appropriations Subcommittee on Labor, Health and Human Services and Education to replace Senator Harrison (Jack) Schmitt (R-New Mexico), who was defeated by Democrat Jeff Bingaman. Other chairpersons of the Senate Appropriations Committee subcommittees will remain the same:

Education, Arts and the Humanities - Robert T. Stafford (R-Vermont)
Handicapped - Lowell P. Weicker (R-Connecticut)
Labor and Human Resources - Orrin G. Hatch (R-Utah)

97th CONGRESS LAME DUCK SESSION

The lame duck session of the 97th Congress convened on November 29, 1982, with primary emphasis on passing an appropriations bill. The House Appropriations Committee recommendations are expected to receive approval from the House, but may have difficulty in the Senate, because the House bill added an additional $4 billion to the President's request, providing $14.2 billion for education.

Since the end of the regular session of the 97th Congress, all Federal programs are being funded by a continuing resolution which will expire on December 17, 1982. If an appropriations bill is not passed by both Houses of Congress before December 17th, another continuing resolution will be necessary to fund the operation of the government.

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In addition to the appropriations bill the following proposed legislation, which will impact education, may see action:

HR 5573 The "Apple Bill". This measure is to provide deductions for companies which donate computers to schools. The nicknameis derived from the Apple Computer Company's efforts to donate its computers to public schools.

HR 7130 The National Engineering and Science Manpower Act of 1982.

Hearings are also expected to be held on a variety of educational issues, such as the enforcement of civil rights legislation by the Department of Education and the improvement of educational quality.

1983-1984 FINANCIAL AID FORMS

Last spring, the National Coalition of Independent College and University Students (COPUS) filed a lawsuit against the Department of Education in the United States District Court of the District of Columbia. COPUS charged the Department was violating a provision of the Higher Education Act which bars students from being charged a fee for applying for federal financial aid on private forms, such as the American College Testing (ACT), College Scholarship Service (CSS) and Pennsylvania Education Assistance Authority (PHEAA) forms.

The Department allows students to apply for federal financial aid by using either the government forms, the ACT form, the CSS form or the PHEAA form. The ACT, CSS and PHEAA forms can be used to apply for campus-based, federal and state financial aid. COPUS argues that students should not be faced with the burden of paying for the ACT, CSS or PHEAA processing fee when applying for federal financial aid, and that the Department should subsidize this fee.

At this time, a ruling on this case has not been made. To eliminate any further delay, Secretary Bell ordered the printing of the ACT, CSS and the PHEAA forms to begin. This action will prevent any serious negative impact or delays for the nearly five million students who apply for financial aid. The distribution of financial aid forms is targeted to begin in late December or early January 1983. The financial aid forms are regularly distributed each November.

GSL PROGRAM VOLUME - FISCAL YEAR 1982

Approximately $6.1 billion will be available to undergraduate and graduate students through the Guaranteed Student Loan (GSL) Program during this academic year. This represents a reduction of $1.8 billion from the previous academic year.

It is interesting to note that although the number of college and university students has risen from 12.372 million in 1981-1982 to an estimated 12.5 million in 1982-1983, the amount of money applied for through student loans has decreased.

Nonetheless, compared to the 1980-1982 academic year (FY 1980), a peak period in student loans, the present, FY 1982 volume represents a 26 percent increase. In dollars, it amounts to $1.36 billion more than in FY 1980.

These statistics and others were contained in the Fiscal Year 1982 report of the Guaranteed Student Loan Program recently released by Secretary Bell. The program is the largest of the Federal student financial aid programs.

PROPOSED REGULATIONS: EDUCATION FOR THE HANDICAPPED ACT

The United States Department of Education (ED) promises to start over with a new set of proposed rules to regulate the education of handicapped students.

The new rules are expected to appear in the Federal Register sometime this coming Spring, according to Education Secretary Bell. Exact dates for publication and the ensuing comment and public hearing schedule have not been determined.

When the new rules for the Education for All Handicapped Childrens Act states programs (P.L. 94-142, Part B) are published, it will be the third time that it has been done since August 4, 1982. Since then ED's Office of Special Education Programs has held a 120-day comment period and 11 public hearings across the country.

Because of strong opposition, six controversial items in the August 4 proposals were dropped with the publication on November 3, 1982, of a notice in the Federal Register and an extension of the 60-day comment period through December 3. Comments were requested on both the remaining proposals and the ones that were dropped. The specific items withdrawn were:

- Attendance of Evaluation Personnel at Individualized Education Program (IEP) meetings
- Least Restrictive Environment
- Parential Concent Prior to Evaluation or Initial Placement
- Related Services
- Qualifications of Personnel
- Timelines

Since August more than 21,00 comments have been received by the Education Department. This is the most ever received on a proposed rule.

All of these comments are being analyzed before a new set of rules is presented.

1983-1984 FAMILY CONTRIBUTION SCHEDULE FOR PELL GRANTS

The Family Contribution Schedule for Pell Grants for the 1983-1984 academic year was published in the October 28, 1982, Federal Register. The new regulation will determine how much financial assistance a family is expected to contribute toward the education of a Pell Grant applicant. The maximum grant for the 1982-1983 academic year is $1,800.

The new regulation, reflects the provision of Public Law 97-301 which was enacted October 13, 1982, which requires the 1983-1984 family contribution schedule to be the same as the 1982-1983 family contribution schedule with two significant changes.

- Veterans will get one-half, instead of the full amount, of their VA educational benefits counted as income in determining their eligibility.
- An increase in the family size offsets-clothing, food, housing, and other basic needs that must be met first before any family contributions can be expected for educational costs.

A comparison between the 1982-1983 family offsets and the 1983-1984 family offsets follow:

1982-1983 FAMILY SIZE OFFSETS

FAMILY MEMBERS	AMOUNT
2	5,450
3	6,600
4	8,400
5	9,900
6	11,200

1983-1984 FAMILY SIZE OFFSETS

FAMILY MEMBERS	AMOUNT
2	5,800
3	7,100
4	9,000
5	10,600
6	12,000

NATIONAL HISPANIC STUDENT NETWORK

The Hispanic Student Network was created to promote the leadership and scholarship potential of Hispanic Students and enhance a positive self-image. Georgetown University student Angel L. Rivera is the National Executive Coordinator. He says, "Our goal is to develop our greatest natural resource, our minds."

The National Hispanic Student Network will work with existing organizations to gather and disseminate information about grants, internships, scholarships, work-study opportunities, cultural and social activities. It will also support student efforts by working with school administrators. Rivera feels this is particularly important. He said, "We must get student involved in solving their own problems. Many people do not realize the energies they possess. If we can bring the potenital of Hispanic students to the surface, there would be no limit to the creative abilities of students in dealing with their scholastic and social problems."

In fulfilling its goals and objectives, the organization also hopes to promote participation of Hispanic students in the development of Department of Education issues and policies which will influence the education of Hispanic students.

For further information on the National Hispanic Student Network, please contact: National Hispanic Student Network, Angel L. Rivera, 3746 W Street, Northwest, Washington, D.C. 20007. Phone number (202) 342-7196.

INTERNATIONAL YOUTH YEAR: 1985

Resolution 34/151, which was adopted by the United Nations General Assembly on December 17, 1979, designated 1985 as International Youth Year (IYY). Three themes were outlined regarding IYY: Participation, Peace and Development. The intent of IYY is to promote increased awareness of the situation of youth and their aspirations and problems with a view toward actively involving youth in the development for 1985 IYY activities.

The United Nations defines individuals between the ages of 15 and 24 as youth. The world youth population by the year 2000 is estimated to be 1.18 billion, an increase of 60 percent from the current figures. Fifty-five percent of this increase is anticipated to occur in underdeveloped nations, primarily in Africa, Asia and Latin America.

The increase in the youth population is likely to have an adverse impact on economic growth and social progress. This will add to most of the problems of youth today such as unemployment, lack of training opportunities and education, and the apparent irrelevance of education to future productive participation on the development of society, poor health service and the like.

For further information on International Youth Year and how you can get involved, contact International Youth Year Commission, 1522 K Street, Suite 620, Washington, D.C. 20005. Phone number (202)289-4230.

EDUCATIONAL REFERENCES AND PUBLICATIONS

Iten 1 on the following list may be obtained free of charge from this office. The address is listed at the end of Education Update. Items 2-3 may be obtained from the sponsoring organization.

1) The Student Guide: Five Financial Aid Programs 1982-1983. Publication # E-81-15001. (The 1983-1984 Student Guide will be available by mid-January.)

2) Minority Programs and Activities of the College Board: An Updated Report. This report discusses program goals, means of assessment, financial aid, training programs, forums and publications. The purpose of the report is to promote access of minorities to postsecondary institutions. Single copies are free upon request from the College Board Publications, Box 886, New York, New York 10101

3) Science and Engineering Degrees: 1950-1980. A detailed source of statistical information on labor markets in these two disciplines. Single copies are free from the National Science Foundation, 1800 G Street, Northwest, Washington, D.C. 20550.

GENERAL ANNOUNCEMENTS

- The Federal Forum, seminars in government, is a week-long program offered by the Presidential Classroom for Young Americans in cooperation with the University of Virginia. The Federal Forum takes place in Washington, D.C. Two sessions of the forum will be held this coming summer, June 25 to July 2 and July 9-16, 1983. For further information, you may contact me or Cynthia H. Dorfman, Dean of Students, The Federal Forum, Post Office Box 19804, Washington, D.C. 20036. Phone number (202) 638-2234.

- This summer... LIVE, LEARN AND INTERN in Washington, D.C. with the 1983 Institute on Comparitive Political and Economic Systems at Georgetown University sponsored by the Charles Edison Memorial Youth Fund.

  You could be one of 100 students selected to live, learn and intern in our nation's capitol. The Institute on Comparative Political and Economic Systems offers you the opportunity to earn six college credits in Comparative Political and Economic Systems; intern on Capitol Hill, in an executive office, a national association, or an embassy; and meet, hear and question prominent leaders in government, foreign affairs, and the diplomatic corps.

If you are interested in this unique opportunity for in-depth study of government and economics, please contact Shari Lasley, Director, The Charles Edison Memorial Youth Fund, 1616 H Street, Northwest, Suite 804, Washington, D.C. 20006. Phone number (202) 638-3426.

* The National Consumer Affairs Internship Program is a inter-disciplinary internship program for graduate students. Any student who has received an undergraduate degree, has a career interest in consumer affairs, and is a candidate for a graduate degree may apply. Each student applicant must be nominated by a faculty member.

For the past eight years, the Internship Program has provided graduate students with internships. The 1983 Internship Program includes three classes. The first class begins in February, the second in June and the third in September. The actual starting date of the internship varies. It is determined to accommodate the participating organization and the graduate intern. Internships consist of a work assignment with a participating organization for either 13 or 26 weeks. For more information, contact the National Consumer Affairs Internship Program, Box 40445, Tucson, Arizona 85717.

* The National Coalition of Independent College and University Students (COPUS) will hold its annual State Student Association Organizing Conference in Washington, D.C., February 2-4, 1983. COPUS' annual National Student Lobby Day is scheduled for March 7, 1983, in Washington, D.C.For further information on these two functions, contact Miriam Rosenberg, COPUS, 1730 Rhode Island Avenue, Northwest, Suite 500, Washington, D.C. 20026. Phone number (202) 659-1747.

* The National Coalition of Independent College and University Students (COPUS) is seeking an Executive Director. Applicants should have some familiarity with student financial aid issues as well as general administrative skills. A B.A. is helpful, but not necessary. Please send, as soon as possible, a resume and cover letter to Jonathan Katz, COPUS, 1730 Rhode Island Avenue, Northwest, Suite 500, Washington, D.C. 20036. Phone number (202) 659-1747. The position opens January 1-15, 1983.

* The Commonwealth Association of Students, Pennsylvania's State Student Association, will conduct a leadership Conference Thursday January 6-9, 1983 in Harrisburg, Pennsylvania.

The Conference will feature constituency workshops, issue workshops, a disabled student sensitivity session and a performance by the Little Flags Theatre.

Issue workshops on Friday and Saturday will include Title IX, Act 101, The Family Protection Act, Act 504, Fundraising, Volunteerism, the student press and the history of the student movement

For more information concerning the conference and fees, contact Joyce Cheepudom or John Ross at the Commonwealth Association of Students, 219 Pine Street, Harrisburg, Pennsylvania 17101. Phone number (717) 233-7618.

The General Announcement section of Education Update offers student organizations an opportunity to publicize upcoming conventions, conferences, forums and seminars which would be of interest to other students and student organizations. Send all the necessary information a month in advance. With the circulation of Education Update to over 3,200 student organizations, this service may be helpful

Please notify me if your organization has a new address or if it is receiving more than one copy of Education Update. I am in the process of updating the memo's mailing list. If you know of other organizations or individuals who might like to be on the mailing list, please let me know.

If there are education/student related issues you would like to read about in future Education Updates, please bring them to my attention. Education Update should reflect your informational needs.

Finally, if at any time you are in Washington, D.C. and have some spare time, do drop by.

Mary

Mary E. [illegible]ayter
Student Liaison Officer
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Washington, D.C. 20202
(202) 472-5312

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3200 NATIONAL CITY CENTER
CLEVELAND, OHIO 44114
(216) 861-0200
TWX 810 421 8375

IN COLUMBUS, OHIO
100 EAST BROAD STREET
COLUMBUS, OHIO 43215
(614) 228-1541

IN DENVER, COLORADO
500 CAPITOL LIFE CENTER
DENVER, COLORADO 80203
(303) 861-0600

IN ORLANDO, FLORIDA
850 CNA TOWER
ORLANDO, FLORIDA 32802
(305) 841-1111

WRITER'S DIRECT DIAL NO.:
(202) 861-

December 20, 1982

The Honorable Orrin G. Hatch
Chairman, Labor and Human Resources
Committee
United States Senate
Dirksen Senate Office Building, Room 4230
Washington, DC 20510

Dear Senator Hatch:

I am writing this letter in support of the nomination of Wendy Borcherdt as Deputy Under Secretary for Intergovernmental and Interagency Affairs at the Department of Education.

While Mrs. Borcherdt was at the White House, I met frequently with her concerning issues of interest to women and I always found her most receptive. I am aware of several programs she initiated to encourage more women to enter the Administration and to facilitate the promotion of women who are already in government.

For these and many other reasons, including her impressive resume which I attach, I urge that Mrs. Borcherdt be confirmed as early in January as possible. If you require any additional information, please let me know. I request that this letter be made a part of Mrs. Borcherdt's confirmation record. Best wishes,

Sincerely,

Betty Southard Murphy

Betty Southard Murphy

Enclosure

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY
FOR INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

WENDY BORCHERDT THE DEPUTY UNDER SECRETARY

Washington, D.C. (202) 245-7904

Wendy Borcherdt is currently serving in the Department of Education as Deputy Under Secretary for Intergovernmental and Interagency Affairs-Designate. This office is responsible for overall leadership in establishing and directing effective intergovernmental and interagency services for the Department of Education, including communications with a wide variety of intergovernmental, interagency, and public advocacy groups and constituencies affected by Department policy, programs, and operations.

Prior to assuming this position, Mrs. Borcherdt served in the White House as Special Assistant to the President for Public Liaison. In this capacity, her responsibilities included women's issues and programs, voluntarism, and the arts and humanities. Subsequent to this appointment, Mrs. Borcherdt served the President as Associate Director of Presidential Personnel, specifically dealing with the recruitment of women in the Administration and the ambassadorial selection process.

In the private sector, Mrs. Borcherdt was the president and owner of Training for Effective Management in Los Angeles, California, which is a consulting firm dealing with non-profit organizations in the health, education and cultural fields. She served as the first and only woman on the Board of Directors for the Pacific Legal Foundation, a public interest law firm; one of two women on the Board of Directors, Town Hall of California; the first woman appointed to the Board of Overseers, and only female on the Finance Committee, for the Hoover Institution on War, Revolution and Peace at Stanford University. She also served as Vice Chairman of the Board for the Independent Colleges of Southern California.

Mrs. Borcherdt has served extensively in the volunteer arena in various community drives, citizen groups, hospital auxiliaries, church and school activities. She served as President of the Junior League of Los Angeles and as the Western United States Director on the International Board of the Association of Junior Leagues, Inc. Additionally, she was President of The Symphonians; Vice President, Los Angeles Junior Philharmonic Committee; Vice Chairman, Alcoholism Information Center, Los Angeles; and Board of Directors, National Council on Alcoholism, Los Angeles Chapter. She was also a member of the Economic Advisory Council for the City of Los Angeles.

Politically, Mrs. Borcherdt has been a life-long Republican participating in the Nixon and Goldwater campaigns in California and in the Reagan Gubernatorial and Presidential Campaigns. As Regional Finance Director for Reagan for President in 1980, she raised over $5.8 million in the Western United States.

Mrs. Borcherdt, a native Californian, is a graduate of Stanford University (B.A., 1958). She is married, has two grown children, and currently resides in Washington, D.C.

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Senator HAWKINS. All right. We will excuse this panel at this time and would like to call on the next panel. We will put up some extra chairs.

If you will quietly come forward—it is my understanding that we have 10 of these members with us. Are there 10 chairs there? It is a bit crowded at the table.

If you will put 10 chairs forward, those that are with us will be able to take a seat. Unable to be with us are Howard Hurwitz, James Harvey Harrison, and Elaine Schadler.

I apologize. I know you are on a tight travel schedule and have plane reservations in a few hours. I am going to ask that each of you just take 1 minute, starting on my far right, to introduce yourselves. If you have a prepared statement, we will place it in the record of the proceedings in its entirety, but we would just like each one of you to take 1 minute to tell the committee who you are, what you feel a policy council such as this one should do in the important area of educational research, and before turning to other members of the committee present who may have questions for members of the panel, we will do this.

I am sorry, I cannot read the name tags. I must admit, I am near-sighted. So you will have to introduce yourselves. I have a list of your names.

STATEMENT OF DONALD BARR, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. BARR. I am Donald Barr. I am a headmaster of the Hackley School in Tarrytown, N.Y. I have been a working schoolmaster for 36 years and a part-time administrator. My 36 years of educational experience have been essentially in private institutions, universities, secondary schools, and elementary schools.

My principal concerns are for the responsiveness of schools to their parent and student communities—that is a standard concern of private schools, of course—and also to the integrity of the school as a kind of living institution.

I was impressed by Dr. Justiz's observations about schools, that certain concerns should go down to the local and family level. I believe that, in addition to family and local community control of schools, the school itself has a kind of identity which is absolutely essential to the motivation and stimulation of children.

One of the contributions I hope to make to the National Council on Educational Research is to help counteract the certain tendency on the part of educational researchers and policymakers to dissolve the actualities of school life into abstractions, so that principles become administration or, even worse, decisionmaking processes, so that the life of the school becomes a series of theoretical abstractions.

I think this is very destructive, and I think it accounts for the tendency noted by Dr. John Corbally, when he was chairman of the NCER some years ago, that there is a defective understanding in the teaching community—school community—of the importance of educational research. I think some of the onus lies in the way educational research is conducted and presented.

I think my guidance on this, as somebody who stayed close to the schoolroom, might be helpful.

Senator HAWKINS. Thank you. Without objection, your biographical statement will be included at this point.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

STATEMENT OF DONALD BARR

The best things I have done as an educator arose out of the circumstances of my own schooling. My parents - one an economist, the other a psychologist - sent me first to Horace Mann, the rather traditional "demonstration" school of Teachers College, Columbia University; then to Lincoln School, the progressive "experimental" school of T.C. In the first, I was "accelerated" two years; I learned the social price of being academically precocious; and I have worked hard since 1956 to develop ways of educating the "gifted" and encouraging them to advance at their own best tempo without exacting that social price. In the second, I became very glib and acquired poor work habits; I learned to distrust the yeasty rhetoric of the old "progressive school" movement, especially the use of the word "experimental" by people who would never admit that an experiment had failed; and I have worked hard to find ways of restoring the traditional values of self-discipline and orderly intellectual procedure while catching the adventurousness and high morale of the progressives.

At Columbia College, I began to major in mathematics but switched to anthropology; in those days, Columbia's anthropology still was ethnology in the Franz Boas humanistic tradition, and I acquired a respect for research models not imitated from the exact sciences, along with an acute awareness of how easy it is, in such investigations, to smuggle one's conclusions into one's data; and at the same time I acquired an antipathy to bogus mathematical-sounding "rigor" in investigations dealing with the human mind.

In all my professional life since 1946, I have perhaps been consistent in only one thing: whenever I had the chance, I stayed close to the classroom and the daily life of schools. Even as an administrator, I feel stultified unless I am teaching every day. And my 36 years of the daily life of schools have, I think, balanced a native enthusiasm for new ideas with a practical, skeptical habit of mind - traits that ought to be useful to the Council. The context I bring to educational research and development is always a vivid sense of the realities of teaching actual students. Three inherent problems of educational research design are the Hawthorne Effect, the persistent contamination of observations by hope, and the unavailability of any placebos. I think I have learned to discount these.

The Council should guide NIE in a way that will (1) resist increasing pressure by teacher-training institutions, threatened by demographic trends, to use research grants merely for off-loading tenured faculty salaries or bringing in replacement funds, or merely for supporting graduate students; (2) leave the funding of "pump-handle" research to non-Federal sources; (3) concentrate on the quality rather than the size of the American educational research and development system; (4) distinguish between serious studies of the relation between educational *polity* and *policy* or between *policy* and *results*, on the one hand, and unconscious brief-construction on the other; and (5) pay some critical attention not only to techniques, materials, "processes" and procedures, "factors", etc., but to *schools*.

Our ways of conceptualizing what we do in education - including our research jargon and even our research designs - tend to dissolve principals and headmasters into administration (or, even worse, into decision-making processes), a teacher's human style and empathy and wisdom and bag of tricks into quantifiable behaviors and techniques, schools into facilities. The old notion of "school spirit" - the child's sense of membership, of acquiring status in an important institution, of mastering a style, of taking pride - *that* was (as we now say) motivating, *that* palliated and even glamorized the constraints, that was the difference between *being processed* and *being a student*, that was the way children learned *at first hand* what a community was; it was part of their moral education. Our researchers should learn how to examine schools as living communities.

Date: 12/3/82

BIOGRAPHICAL INFORMATION

NAME : Donald Barr

CURRENT POSITION : Headmaster, Hackley School, Tarrytown, N.Y.

BIRTHPLACE & DATE : New York City, August 2, 1921.

EDUCATION :

Horace Mann School & Lincoln School, Teachers College of Columbia University, N.Y.C.
A.B. (1941) & A.M. (1951), Columbia, N.Y.C.

PROFESSIONAL EXPERIENCE :
(Begin with most recent) 1975-pres.: Headmaster, Hackley School.

1964-74: Headmaster, Dalton School, N.Y.C.

1963-64: Assoc. Program Director, National Science Foundation.

1956-64: Asst. to the Dean, then Assistant Dean, School of Engineering & Applied Science, Columbia Univ. Simultaneously: Director, Joint Program for Technical Education; Director, Science Honors Program (Saturday courses in sciences for gifted secondary & elementary students); Director, Talent Preservation Project ("action research" on school underachievement among potentially gifted high-school students; jointly with N.Y.C. Board of Educ.), all at Columbia Univ.

1946-56: Instructor in English, Columbia Univ.

MEMBERSHIPS :
(Include dates)
Reading Reform Foundation (? - pres.), Honorary Trustee
Fairchester Association of Independent Schools (1975-pres.)
Westchester Independent Schools Educational Assn. (1975-pres.), President (1980-82)
Board of Trustees, Convent of the Sacred Heart, Greenwich, Ct. (1978-pres.)
Formerly: N.Y.C. Guild of Independent Schools (1964-74; President by rotation). Provincial School Governing Bd., N.Y. Province, R.S.C.J.; Trustee of Horace Mann School, Lenox School.
Republican district leader, 7th A.D. North, N.Y.C. (1968-60)
PUBLICATIONS, AWARDS & HONORS:
Litt.D.(Hon.), St. Francis College (N.Y.C.), 1974.
Author of *Who Pushed Humpty Dumpty? Dilemmas in American Education Today*, 1971; *Arithmetic for Billy Goats*, 1966, & three other books for children; *Space Relations*, 1973, & *Planet In Arms*, 1981 (science-fiction novels).
Part author of *The Creative Present*, 1963, & *Salinger*, 1962 (lit. criticism); & of *Underachievement* (educl. research).
Author of numerous reviews & critical arts. in *N.Y. Times Book Review*, *Book Week*, *Saturday Review*, *Commonweal*, &c., & of educational art. & essays in *N.Y.Times Magazine*, *McCall's*, *Vogue*, *Educational Record*, &c.

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Donald Barr DATE 12/14/82

1. I am more than willing to support the statutory missions of NIE. I would give (b) the highest priority; then (a) and (c) but in the latter I would emphasize the scientific over the technological; finally, I would pursue (d), though I would not want to see a separate "system" but rather a research capability diffused through teaching institutions at all levels.

2. I can, of course, support all these priorities, and I believe that my 36 years as a working teacher and school administrator (that is to say, as a consumer of educational research results) together with extensive experience conducting both basic and applied research in school underachievement, as well as experimental programs in the education of the scientifically gifted (that is, as a producer and disseminator of research results), have given me unusual insight into all the problems named. I think I can distinguish pretty well between applicable studies and what is called "pump-handle" research.

3. I support these priorities, which largely correspond to the Congressional mandates.

(A) I have written and lectured extensively on the improvement of school standards and of teaching, and have in my 18 years as a headmaster dramatically raised standards and teaching effectiveness in two schools. I must say that some past NIE-sponsored research on the improvement of teaching has yielded less specific and useful results than I would have expected.

(B) I designed and for five years ran the Saturday Science Honors Program for gifted secondary and elementary students at Columbia, and in the 'fifties and 'sixties was regarded as a pioneering authority in mathematics and science education. Since my tour of duty at NSF, I have been less specialized, but I am still active in this area.

(C) My own views on policies affecting teachers pertain primarily to the kinds of "nonpublic" institutions in which I have primarily worked; but I recognize that other practices must be followed in other types of schools; and in fact I think my lack of prior group commitments makes a kind of critical and open-minded judgment on research design possible for me.

(D) I am very strong on close cooperation between researchers and local education agencies. In fact, the one study I wrote for a curriculum development conference sponsored by NIE in 1976 concluded that policy decisions were often predetermined in detail by polity and that curriculum development should therefore have local components.

4. I pledge to support and to work to ensure open competition for research grants. In fact, in past years I have been distracted by the tendency in some agencies to favor certain grantees or certain academic cliques. I certainly oppose any attempt to bias the panel of proposal readers in one ideological or interest-group direction or another.

5. I do not know the factual basis of the complaints enumerated here, and I am not sure whether or not the question implicitly asserts that the complaints are true. Obviously, I would be loath to politicize the NCER or to interfere with the Director in his day-to-day operational authority, but if the Director, in his efforts to remedy abuses, requested impartial oversight or impartial inquiry from the Council, I would support that. (I have never found as Headmaster that Trustees' descents from policy to management ever made my work easier.)

6. Of course. I think the NIE has a very important task to perform in raising the generally low levels of scientific rigor and analytical perspicuity in research design which have characterized this research in the past.

7. Of course. My concern would be that the Institute receive enough proposals that were truly fundamental in character.

8. I am not yet sufficiently knowledgable about the Institute's present procedures and problems to answer this in specific detail. The educational needs of special populations and of culturally different individuals can best be served at the Federal level by ensuring the support of objective research into the relevant techniques. I am not sure what trends in the public schools are now within the purview of the Institute. I would think that in such matters NCER could serve NIE by holding up a standard of objectivity and technical integrity equal to the standards that should prevail in basic and technical research.

9. I am not certain in which of several senses the term "cognitive processing" is used here. Nor am I sure whether the term "technological education" refers exclusively to educational curricula that prepare students to understand and control modern technology (such as computers), or whether it includes education of scientists and engineers to create new technology. I am not sure that NIE is the best vehicle for the latter. I do think that much basic research remains to be done on the effects of modern technology (such as electronic "information" technology) on the habits, the skills, the motivation, the learning, and the thinking of children.

10. I do not know what the current problems are in this area. During my tour at NSF, I found peer review to be immensely useful and constructive for the most part. There was always a danger of an in-group spontaneously passing grants and contracts to one another, and also an occasional danger of suppressing new or unusual approaches. Good skeptical, impartial management was essential.

11. Taken together with the issue of open and fair competition, the question of how the Council should guide NIE's relationship with the labs and centers raises complex questions of polity.

I believe I need to familiarize myself directly with this situation before I am able to respond to this question.

Senator HAWKINS. Mr. Copperman, you may proceed.

STATEMENT OF PAUL COPPERMAN, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. COPPERMAN. My name is Paul Copperman. A brief background: For 12 years I have been president of the Institute of Reading Development, a private organization in California. We provide reading development programs to approximately 100 institutions. We have our own instructional staff. Universities use our programs, corporations do, a large number of government agencies use our programs.

We train students in reading comprehension skills starting with elementary school, junior high school, high school, college students, and professional adults.

In 1974 I initiated a research project having to do with an investigation of the decline in literacy affecting America's young people. The research resulted in the publication of a book in 1978, which concluded that there had been a decline in literacy, indicated the magnitude and the nature of that decline, analyzed the causes of the decline, and recommended some solutions.

If my nomination to the council is approved by the Senate, I hope that I could bring to the council some understanding of educational research, a specific concern about the decline in literacy which is affecting America's students, and perhaps some understanding of the issues involved.

I am specifically concerned about the accuracy of information which the National Institute of Education provides Congress, the educational community, and the public regarding changes in levels of academic achievement achieved by America's schoolchildren and other investigations which bear on these issues.

Thank you.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

Statement by Paul Copperman

I received my bachelor's degree from the University of California at Berkeley in 1970, where I was elected to Phi Beta Kappa and awarded Great Distinction in General Scholarship (equivalent to summa cum laude). In 1976 I received by master's degree in education from Lone Mountain College in San Francisco.

In 1971 I founded the Institute of Reading Development, which I continue to serve as President. The Institute provides reading development programs to approximately 100 institutions in California, serving an average of more than 2,000 students per year during the past decade. The Institute has its own instructional staff, which teaches the reading development programs used by the contracting organizations.

The Institute provides reading development programs at three levels. We offer a program for children in grades six through ten whose primary objective is to transform the reading process so that participants will develop a love of reading and the habit of reading for enjoyment. This program is offered by local governments and schools to children of local residents and is used by some government agencies for disadvantaged minority children.

The Institute also provides a training program for college students and college preparatory high school juniors and seniors in advanced comprehension skills, speed reading, memory, study skills, and concentration. This program is offered by numerous California colleges and universities to their students and also by local governments and schools to children of local residents. A remedial version of this program is used by several California universities for students with reading problems.

Finally, the Institute provides a management training program for numerous California corporations in advanced comprehension skills, speed reading, memory, concentration, time management, and decision making.

I have personally developed the Institute's reading programs, have authored teacher training manuals for each program, and have trained the Institute's teaching staff. I supervise all of the Institute's instructional activities as part of the administration of our institutional contracts.

The Institute's reading programs are effective and professionally accepted. Numerous program evaluations by universities and other institutions have confirmed their effectiveness.

In 1978 William Morrow and Company published my book, The Literacy Hoax: The Decline of Reading, Writing, and Learning in the Public Schools and What We Can Do About It. The book was a result of four years of concentrated research by myself and members of my research staff. The first part of the book analyzed the magnitude and nature of the decline in academic achievement affecting American public school students since the middle 1960's. The second part of the book analyzed the causes of the decline. The third and final section proposed a solution.

The Literacy Hoax became an immediate national bestseller, and one of the most influential books on education of the past decade. Each of the book's three sections made a lasting impact on the national education debate, by influencing education researchers, legislators, administrators, and the public. The first section laid to rest the debate over whether there had been a decline in academic achievement, by providing a complete statistical analysis of an overwhelming mass of national, state, and local data, much of which had never before been published or analyzed. The second section has had an ongoing influence on education policy at local, state, and national levels, by demonstrating that two of the key factors in the literacy decline were excessive bureaucratic interference in local education and a significant lowering of academic standards. The third section, by proposing a model of effective schooling, helped make that topic one of the most studied and discussed topics of education research in the current decade.

As a result of the influence of my book, I have been provided the opportunity to address more than 100 conferences, legislative hearings, and education policy meetings around the country, establishing permanent contact with many of the nation's leading educators and educational researchers. I have continued my research and writing regarding the issues discussed in my book.

I hope the Committee will look favorably on my background when it considers my nomination for membership on the National Council on Educational Research. I believe my background demonstrates a deep, personal commitment to education, and to the goal of increasing literacy for all America's citizens. I believe my background also demonstrates valuable contributions to education. Finally, I believe my background demonstrates a familiarity with the issues and methods of contemporary educational research.

If my nomination to the National Council is approved, I believe I can contribute to its policy making activities. I bring a number of skills and experiences which should prove useful to the Council and its members. My academic training and experience in mathematics and educational research will help me comprehend the technical work conducted by the National Institute of Education, and help me communicate about its work with its employees and members of the Council. My expertise in the field of reading comprehension will help me understand the literacy research conducted by N.I.E., and help me discuss that research critically with the Council. My experience researching the decline of academic achievement will help me judge the utility of N.I.E.'s efforts to combat that decline, and will help me communicate those judgements to the Council. My experience researching the special educational problems of disadvantaged students, and my experience teaching these students for more than 10 years, will help me evaluate N.I.E.'s efforts to help these young people. My research in school organization and effectiveness will help me judge N.I.E.'s research in this area. My professional experience with non-traditional students will help me understand N.I.E.'s efforts to help these students and the institutions which serve them. And my contacts with the education community and the public should keep me focused on the need for research which solves the real problems faced in America's classrooms every day.

The fundamental role of the National Council on Educational Research is to set the broad educational research policies carried out by the National Institute of Education. Although Congress has delineated the principal problem areas which N.I.E. must research, the National Council, in its advisory and policy making role, helps direct that research effort. I would like to see the National Council encourage research in the following broad areas, as a means of researching and solving those Congressionally mandated problems:

1. Raising academic standards and increasing work demands on students.
2. Increasing the amount of required academic coursework, especially at the secondary level.
3. Increasing the authority of local school board members, school administrators, and teachers.
4. Increasing the teacher-supervisory skills of principals and other school officials.
5. Continuing N.I.E.'s research into "effective schooling."

In addition, I would like to see the National Council and N.I.E. direct the National Assessment of Educational Progress to improve and expand its method of data collection and analysis, so that Congress, the educational community, and the public would have more accurate information regarding changes in levels of academic achievement attained by America's school children.

Date: Oct. 14, 1982

BIOGRAPHICAL INFORMATION

NAME : Paul Copperman

CURRENT POSITION : President, Institute of Reading Development

BIRTHPLACE & DATE : New York City, New York, June 28, 1947

EDUCATION : Lone Mountain College: M.A. Education, 1976
University of California, Berkeley: B.A. Math, 197

PROFESSIONAL EXPERIENCE (Begin with most recent) : Founder and President of the Institute of Reading Development (founded 1971). During this period I have taught hundreds of students at the junior high, high school, college, and professiona levels. I have designed and administered reading programs for more than 100 public and private agencies.

MEMBERSHIPS (Include dates) : International Reading Association: 1974-1980

PUBLICATIONS, AWARDS & HONORS:

Phi Beta Kappa, University of California, Berkeley
Great Distinction in General Scholarship, UCB, 197

1. *The Literacy Hoax*, New York, New York, Morrow, 1978.
2. "The Achievement Decline of the 1970's," *Phi Delta Kappan*, June 1979.
3. "The Decline of Literacy," *Journal of Communication*, Winter 1980.
4. A series of teacher training manuals for instructional programs offered by the Institute of Reading Development. Titles follow:
   1. Secondary Level Developmental Reading Program
   2. College Level Speed Reading and Comprehension Training Program
   3. Management Level Reading For Action Program

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

—improvement in basic education skills
--problems of finance, productivity, and management in educational institutions
—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
--encouraging study of languages and cultures
--overcoming problems of older and nontraditional students in postsecondary education
--the needs of early adolescents and the schools which serve them
--improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second. will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Paul Copperman DATE Dec. 13, 1982

(This is a form you should use in writing your responses to Senator Weicker's questions. Please identify each question before each response.)

1. Missions of NCER

I support the missions of NCER as stated in the establishing legislation and later amendments passed by Congress. My priority as an NCER member to pursue these missions would be to work closely with the other NCER members and the NIE Director to make certain that all of the activity of NCER is designed to accomplish those Congressionally mandated missions.

2. NIE Priorities

I support the priorities for NIE research established by Congress. I hope to advance these priorities as an NCER member through the activities and responsibilities delegated to NCER by Congress, i.e. oversight and review, and policy making. I will act with the other NCER members to review NIE's research, to make sure it is furthering the priorities established by Congress, and I will act with other NIE members to establish future policies which will advance the Congressionally mandated priorities for NIE research.

3. Secretary Bell's Priorities

I support Secretary Bell's education priorities. I believe that the Secretary's priorities are very similar to the Congressionally mandated missions and priorities for NIE research, which I support as key topics for NIE supported research. Since I believe it is the Congressionally mandated mission of NCER to further these priorities in its policy recommendations for NIE, I hope to work with the other NCER members to set policies in these areas.

4. Peer Review Process

I pledge to support the principles of fair and open educational research competitions. I will work with the other NCER members and the NIE Director to establish NCER policies for NIE research which assure that competitions and awards are made in a fair and open manner. I will also work with the other NCER members and the NIE Director to establish NCER policies for NIE research which preclude ideological or partisan political screening of field readers.

5. Complaint With the Merit Systems Protection Board

I pledge to support any corrective action taken by the NIE Director to implement the findings of the Merit Systems Protection Board. I would note that the Congressionally defined responsibilities for NCER do not include any administrative action, so my activity in this area would be restricted to communication with and support of the Director.

6. NIE Research in Advanced Academic Skills

I support the activity of NIE in fulfilling the Congressional mandate to improve academic achievement in reading and mathematics and other basic educational skills. I am not familiar with specific current projects of NIE to fulfill this mandate. I will act with the other NCER members and the NIE Director to establish policies which support current and future NIE efforts to fulfill the Congressional mandates and priorities regarding improvement in academic achievement.

7. NCER Policy Regarding Fundamental Research

I support the concept of NIE sponsored and funded fundamental research. I believe it is an important part of NIE activity. Until reading this question, I was not aware of the 20% policy or of the basis on which it was established. Before I express an opinion on this policy or continuation, I feel I should have the opportunity to discuss it with other NCER members and the NIE Director. I will want to discuss with the NIE Director the effects of reduced funding and its impact on this particular policy.

8. Research Agenda

My understanding of the Congressional mandate for NCER and NIE is that the three specific research areas mentioned in the question are covered by the Congressional mandate. I support the activity of NCER in establishing policies which carry out the Congressional mandate. In reference to the development of policies regarding new research activities not currently conducted by NIE, I would hope to discuss such potential policies with other NCER members and the NIE Director before making any specific recommendations. Since approximately 90% of NIE's budget is already allocated for project continuation of previously funded activities, I would tend to recommend that a new research agenda be undertaken in cooperation with other educational agencies at the state and local levels, and using current NIE staff and resources, to be most cost effective.

9. Cognitive Processing and Technological Education

My understanding is that NIE has sponsored research in both of the areas referenced by this question. I believe that NCER should guide NIE in setting its research agenda in these areas by urging that the previous research be analyzed for its contribution and for indications of productive areas for future research. Since technological education is one of the priorities of Secretary Bell, I recommend that NIE activities in this area be regulated to complement not duplicate activities conducted elsewhere in the Department of Education.

10. Peer Review Criteria

I believe that NCER should establish policies regarding peer review criteria for grants and contracts which encourage representation from all of the diverse elements of the educational community--including school teachers and administrators, educational researchers in the academic community, state education officials, etc. I would like to see these policies encourage a well-balanced representation of responsible viewpoints regarding educational policy and practice.

11. Grants and Competitions for Labs and Centers

My understanding is that at the present time there exists a special relationship between the various labs and centers and NIE, such that NIE has some current and future obligation to fund the educational labs and centers. To be frank, I am not entirely clear regarding the nature of these obligations, or the role Congress has played in fostering them. I believe that NCER has an obligation to fulfill Congress's intent in this matter, and NIE's commitments. I will ask for a report from the NIE Director regarding the specific nature of the past, current, and future obligations to the educational labs and centers. In working with the other NCER members (if my nomination is approved by the Senate), I will urge that we try to fulfill Congressional mandate and intent in this area. In the absence of specific guidance from Congress, I believe that the policy expressed in Question 4 by the Committee, of fair and open research competitions, should guide NCER policy regarding the labs and centers after the time period of the special obligations has passed.

Senator **HAWKINS**. Thank you.

STATEMENT OF ONALEE McGRAW, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Ms. **McGRAW**. I am Onalee McGraw, consultant on education with the Heritage Foundation for the past 6 years, where I have specialized in research, policy analysis, and writing on various aspects of education.

These aspects include the various and sometimes competing philosophies of education, pluralism, diversity, and conflict in geographical and professional communities on the purposes and priorities of public education and the impact of the Federal role.

My experience includes participation in a number of conferences, including the NIE conference on curriculum in 1976 and various others at selected universities.

I believe that my graduate training in philosophy in government as well as my many years of experience analyzing and researching education issues will contribute to the deliberations on the broad range of issues that are likely to be addressed by the council.

There is a renewed appreciation of the importance of all segments of the public participating in the debate on directions in public education. I hope that the council will be mindful in its deliberations that all important segments of the public should be considered.

Parents, who in our tradition have the primary rights and responsibilities in the education of their children, students, taxpayers, disadvantaged populations, citizens, and school boards, as well as school people and the research community, are involved here.

Within each of these broad categories there are different interests and different points of view about priorities. The council can establish an important precedent by addressing the fundamental questions facing American public education with intellectual honesty and fairness.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

STATEMENT BY ONALEE MCGRAW, PH.D.
NOMINEE TO THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH
DECEMBER 9, 1982

BACKGROUND:

As consultant on education to the Heritage Foundation for the past six years, I have specialized in research, policy analysis and writing about various aspects of education. These aspects include the various and sometimes competing philosophies of education, pluralism, diversity and conflict in geographical and professional communities on the purposes and priorities of public education, and the impact of the federal role.

My experience includes participation in a number of conferences including the NIE conference on curriculum in 1976, and in 1981 conferences on value conflicts at Ball State University and the University of South Carolina. As a member of the transition team on education for the incoming Reagan Administration I specialized in the workings of NIE.

I believe that my graduate training in philosophy and government, as well as my many years of experience analyzing and researching education issues will contribute to the deliberations on the broad range of issues that are likely to be addressed by the Council.

THE ROLE OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

The National Council on Educational Research has a legislative mandate from the Congress to develop broad policies for the National Institute of Education. The Council is envisioned as an independent Council to advise the NIE Director. The Council guides NIE in the formulation of Institute-wide program strategies and is responsible for reviewing the Institute's activities.

FUTURE DIRECTIONS FOR THE COUNCIL

America today finds itself in the midst of an education crisis.

Americans from all walks of life are more vitally concerned with the evidence of the decline in academic achievement and the urgent need for the restoration of high academic standards. Certainly we all understand that the productivity of our future citizens, the vitality of our culture, the educated citizenry which is indispensable to a free society, and the life of the mind are all at stake in the debates on education issues in the 80's.

There is a renewed appreciation of the importance of all segments of the public participating in the debate on directions in public education. I hope that the Council will be mindful in its deliberations that all important segments of the public should be considered: parents (who in our tradition have the primary rights and responsibilities in the education of their children), students, taxpayers, disadvantaged populations, citizens and school boards, as well as school people and the research community. Within each of these broad categories there are different interests and different points of view about priorities. The Council can establish an important precedent by addressing the fundamental questions facing American public education with intellectual honesty and thoroughness.

The Council has the opportunity to address important questions of education philosophy, trends and priorities as they relate to the research agenda at NIE which the Council is primarily concerned with. The Council is in a position to address questions and definitions of such education concepts as effective schools and excellence which must precede recommendations on research priorities.

Date: October 25, 1982

BIOGRAPHICAL INFORMATION

NAME	:	Onalee McGraw
CURRENT POSITION	:	Consultant on Education to the Heritage Foundation (1976 to the present)
BIRTHPLACE & DATE	:	October 4, 1939, San Luis Obispo, Calif.
EDUCATION	:	B.A., Whittier College, Ph.D. Georgetown University
PROFESSIONAL EXPERIENCE (Begin with most recent)	:	Author, 3 monographs on education and family issues, all published by Heritage, in 1980, 1978 and 1977. Editor and author, as well as researcher for Education Update, quarterly newsletter on education issues with national impact published by The Heritage Foundation, 1976- prese Author, "Where is the Public in Public Education?" Phi Delta Kappan, October, 1982. Speaker at various conferences including in 1981, the Family Services Association, Conferences on education issues at Ball State University and University of South Carolina at Columbia, S.C. on subjects of pluralism and values in conflict in education.
MEMBERSHIPS (Include dates)	:	Former board member, Free Congress Foundation, Committee for Survival of a Free Congress, (1977-1982) Founding board member, Christendom College, (1977-1980)
PUBLICATIONS, AWARDS & HONORS	:	George Washington Honor Medal, Freedoms Foundation at Valley Forge, 1978 for authorship of Heritage monograph, Secular Humanism and the Schools: The Issue Whose Time Has Come.

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

—improvement in basic education skills
—problems of finance, productivity, and management in educational institutions
—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
—preparation for work
—encouraging study of languages and cultures
—overcoming problems of older and nontraditional students in postsecondary education
—the needs of early adolescents and the schools which serve them
—improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Onalee McGraw DATE December 13, 1982

1. It is the responsibility of the NCER to advise the Director to help NIE achieve the priorities that are cited in the statute. My priorities would be the missions relating to improvement in basic education skills and the advancement of the art of teaching and learning.

2. I support the responsibility of the NCER to establish policy within the language of the statutorily mandated priorities.

3. Secretary Bell's priorities fit within the broad Congressional mandates and I support these priorities.

4. Without question, I support the principles of fair and open competition. The field reader process should be as open and as broad as possible to provide for a fair process to select the most qualified applications. The NCER has a responsibility to advise the Director on policy. The Director is responsible for the daily management of the Institute.

5. I am aware of the complaint but am not aware of the specifics of the complaint. I presume that the Director, reviewing the Board's findings, would make a determination. This would seem to be a management issue.

6. NCER's job is to assist the NIE to carry out its mandate, including the mandate to improve student achievement in basic educational skills.

7. I assume that all standing policies of the NCER are reviewed by the incoming Council members. In my deliberations on the Council, I would want to explore the various definitions and goals of "fundamental research" and how they are interpreted before making a decision.

8. Certainly the questions of what are the trends in the public school system, the needs of special populations and the need of "culturally different" individuals should be discussed by the NCER.

9. Any research agenda in regard to "cognitive processing" and "technological education" should be preceded by a discussion of what those terms mean, their different definitions, and whether they include respect for the dignity of all students. It is my view that the concepts of education are based in philosophy. Textbooks and technological aids are tools used to carry out that philosophy.

10. In my view, the peer review criteria should be established to permit the broadest and fairest possible review of applications for grants and contracts so that the highest quality and best possible fulfillment of the NIE goal to genuinely improve American education is achieved.

11. Open and fair competition for grants as opposed to guaranteed funding for established institutions is the fairest and most just means of expending NIE dollars.

Senator HAWKINS. Thank you.

I will state at this time that, after you complete your statements, if any of you have to leave to catch planes, you may be excused, and if there are any questions to be submitted, we will do so by writing.

STATEMENT OF GEORGE ROCHE, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. ROCHE. Senator, thank you for staying with us this morning.

My name is George Roche. I am an old high school teacher. I have been a college professor, worked at a private foundation in research and publication, and for the past 11 years have been president of a small college in Michigan, Hillsdale College.

We are all concerned about the present state of education in this country. There are obvious problems that are there. One way of dealing with those problems effectively, surely, is through intelligently conducted research.

So the task of the National Council on Educational Research is a very important one. The question is to give some direction, function, and purpose to it. My particular direction within that would be to encourage a maximum amount of the pluralism and vitality and diversity which used to characterize American education and American society.

Both in doing that research task and in disseminating the results of that research and a new sense of direction to the widest possible national audience, the NCER has some very important work to do, and I am delighted to be considered for playing some part in that work.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

HILLSDALE COLLEGE
HILLSDALE, MICHIGAN 49242
517 437-7341

GEORGE C. ROCHE III
PRESIDENT

December 9, 1982

Senate Labor and Human Resources Committee
The Honorable Orrin Hatch, Chairman

RE: Statement presented in conjunction with hearings concerning pending appointment to National Council on Educational Research

In a career spanning 25 years of active involvement in educational endeavor, I have enjoyed opportunities as a teacher in both secondary and college education, private foundation work in seminars, research and publication, and over 11 years as a college president. Such a background provides an extensive view of the American educational system, as well as the problems and opportunities which that system now faces.

The National Council on Educational Research carries the responsibility to establish policy and review performance of the National Institute of Education. The Council is also required to submit an annual report to the President and Congress concerning NIE activities, as well as education and educational research in general. Among the specific areas of education in which NIE-sponsored research would be appropriate, attention should be directed toward:

(1) basic skills

(2) teaching effectiveness

(3) teacher training

(4) standards for federal research

(5) technology

(6) funding options

Many of these inquiries are already underway at NIE. Other areas should be explored. The Council should devote its attention to such matters, as well as to the task of discussing the issues and disseminating the research results to a wide national audience. Such dissemination, emanating from an essentially non-political body like the NCER, could accomplish a great deal in establishing national priorities for the educational task which lies ahead.

Respectfully submitted,

George Roche

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Date: Oct. 11, 1982

BIOGRAPHICAL INFORMATION

NAME : George Charles Roche III

CURRENT POSITION : President; Hillsdale College; Hillsdale, MI

BIRTHPLACE & DATE : Denver, Colorado
May 16, 1935

EDUCATION : B.S. - History; Regis College, Colorado
M.A. and Ph.D. - History - University of Colorado

PROFESSIONAL EXPERIENCE
(Begin with most recent) :

1971 to present: President of Hillsdale College

1966 to 1971: Dir. of Seminars; Foundation for Economic Education; New York

1964 to 1966: Ass't Prof. of History; Colorado School of Mines; Colorado

1958 to 1960: Jr. & High School teacher Salida Schools, Colorado

(From 1960 to 1964, attended graduate school)

(ALL CURRENT MEMBERSHIPS)

MEMBERSHIPS
(Include dates) :

American Association of Presidents of Independent Colleges and Universities

Young President's Organization

The Philadelphia Society

The Mont Pelerin Society

PUBLICATIONS, AWARDS & HONORS: BOOKS: Education in America; Legacy of Freedom; Frederic Bastiat: A Man Alone; The Bewildered Society; The Balancing Act: Quota Hiring in Higher Education.

Also numerous articles and columns.

AWARDS & HONORS:

Freedom Leadership Award - Freedoms Foundati
Valley Forge, PA

Honorary Doctor of Public Service - Regis College

Honorary Doctor of Social Science - Universidad Francisco Marroquin - Guate-
mal

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

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—improvement in basic education skills
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—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
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Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
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Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

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QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME George C. Roche III

DATE December 17, 1982

Question 1: The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

A. I believe the most important role of the National Council on Educational Research is to help NIE carry out its Congressional mission. I strongly support this mission and, as a member of the NCER, I would work closely with NIE's leadership to ensure that this mandate is reflected in the Institute's direction and agenda. I consider this to be a priority activity for the Council and believe it should be the underlying theme upon which all Council activities are based.

Question 2: The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

- improvement in basic education skills
- problems of finance, productivity, and management in educational institutions
- school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
- preparation for work
- encouraging study of languages and cultures
- overcoming problems of older and nontraditional students in postsecondary education
- the needs of early adolescents and the schools which serve them
- improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

A. I support the Congressionally mandated research and development priority areas which are identified in NIE's authorizing legislation and I will work closely with NIE staff to ensure that these areas are reflected in the Institute's research agenda.

As I understand the functions of the Council, there are two ways that I, as a member of the Council, would be able to advance the Congressional priority areas: first, through the passage of general policies which set NIE's overall direction, and second, through the review of the Institute's research activities. I want to assure the Committee that I fully intend to use the authority vested in the Council by Congress to advance the mission it has set for NIE.

Question 3: Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

A. I believe the Secretary's priorities address significant issues facing American education and I support them as important topics for NIE research. Because the Secretary's priorities mirror the areas of concern identified by Congress in NIE's authorizing legislation, I believe it unnecessary at this time to adopt any additional NCER policies to support such activities.

Question 4: The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

A. Because the Institute is a Federal agency, its research agenda should reflect the needs and concerns of the many segments that make up the nation's education enterprise. The advice of those representing all philosophies and experience should be sought during the Institute's research planning and proposal review processes. I uphold the concept of fair and open competition for NIE's awards and do not believe that the interests of the Institute nor educational research in general would be served by precluding persons from advising the Institute because of ideological or partisan standing.

Question 5: The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

A. Yes, I am aware of the fact that a complaint has been filed with the Merit System Protection Board charging the NIE leadership with mismanagement on certain issues. I would be supportive of any corrective action the Director deems necessary after reviewing the Board's findings. However, I should point out that I consider this to be a management issue rather than a policy issue and therefore not within the purview of the National Council on Educational Research whose statutory authority is to advise the Director on general policy matters.

Question 6: NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

A. I have not yet had the opportunity to review the specific NIE-supported research projects in this area and therefore cannot endorse any one of them at this time. However, I am aware that NIE's authorizing legislation directs NIE to concentrate its resources on improving student achievement in the basic educational skills, including reading and mathematics. Since the Council's primary responsibility is to help NIE carry out its Congressional mandate, I want to assure the Committee that during the Council's review of NIE's activities I would work closely with the NIE Director to ensure that NIE's research agenda addresses this particular mandate.

Question 7: The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

A. I believe that fundamental research should be an integral part of the Institute's research agenda. I support the basic premise behind the Council's policy and support continued funding of fundamental research activities by NIE.

The Council's policy, as I understand it, was established in 1977 during a time of high budget expectations for the Institute. Since that time the Institute's budget has declined, not increased as had been anticipated. Because NIE's lower level of funding has severely affected the distribution of NIE funds, I believe that I cannot now commit myself to a position on the Council's fundamental research policy without first hearing a report by the NIE Director on the effects of this policy upon the Institute's entire operation and hearing his recommendations on this matter.

Question 8: Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

A. I wish to again emphasize that I believe the most important responsibility of the Council is to ensure that the Institute's research activities meet the Congressional mission and priority research areas identified in NIE's enabling legislation. Therefore, the primary guidance of the Council would be to see that any research area proposed by the Institute meets these criteria.

Particularly in light of the fact that over 90% of the Institute's budget for the coming year is reserved for project continuations, I believe the Council's guidance in these three areas would focus on supporting low-cost activities that utilize existing Institute staff resources. Other possible activities which the Council might encourage could be working with other governmental agencies on the federal, state and local level and other joint funding ventures with school systems or the private sector.

I personally would like to see NIE support research that covers a plurality of views on the three areas you mention and includes the study of groups that do not have large constituencies but which nevertheless experience problems within the education system.

Question 9: Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

A. The Institute has supported research in cognition and educational technology in the past, and I believe the Council will want to pay particular attention to NIE's research agenda in these areas. The Council, of course, will want to focus on whether NIE's research plans meet the Institute's Congressional mandate. Council guidance will also support close cooperative efforts between NIE and the Department and others who are currently supporting work in these areas.

Question 10: Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

A. The Council, I believe, is responsible for ensuring that the Institute's research agenda is well balanced and relevant to the needs of the education community. During the Council's review of NIE's research agenda and its oversight of ongoing Institute activities, the question of NIE's consultation with broad segments of the education community will be a continuing concern of the Council. I believe that the Council's guidance in this matter should encourage the Institute to seek the advice of those representing diverse philosophical views as well as with those with administrative, classroom, policymaking, and research experience. It is my understanding that efforts are now underway at the Institute to broaden and strengthen the peer review process.

Question 11: Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

A. There is a Council policy on special NIE institutional relationships which directly affects the labs and centers. I believe the Director must first brief the Council on the lab and center funding situation and the impact of this policy on NIE's relationship with these institutions before any guidance can be given by the Council. Of course, the Council would also consider any Congressional guidance given the Institute in Congressional reports and bill language.

I personally believe in open and free competition for all NIE awards. I do not believe the Institute's funding should be sheltered for a group of institutions that might not otherwise attain such support in an open competition.

Senator HAWKINS. Thank you.

I am notified that Senator Pell has some questions of you, if you could remain. Is that convenient?

Mr. ROCHE. It all depends on the nature of his questions and how soon he comes back.

Senator HAWKINS. He is on the phone. I will ask him when he returns.

STATEMENT OF J. FLOYD HALL, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. HALL. Thank you, Madam Chairman.

I am Floyd Hall, the superintendent of schools in Greenville, S.C., which is South Carolina's largest school system.

Experiences gained in a variety of school districts and school settings, I believe, will allow me to make contributions to the council based on a broad point of view.

During the past few years, I have concentrated on providing alternative education programs for students who cannot adjust to regular school programs, and comprehensive efforts to improve teaching through service education.

As one whose major interest lies in finding ways to help teachers teach more effectively and help children learn better, I would urge continuation of previous efforts of NIE with strong emphasis on research and development without any decrease in programs designed to encourage educational equity and quality educational practices throughout the Nation.

Thank you very much.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

STATEMENT BY DR. J. FLOYD HALL TO THE
SENATE LABOR AND HUMAN RESOURCES COMMITTEE
WASHINGTON, D.C.

Mr. Chairman and members of the committee, I am Superintendent of The School District of Greenville County, South Carolina's largest school system. I have held this position since July, 1970.

My experience as an educator is extensive, ranging from classroom teacher to elementary school principal, high school principal, assistant superintendent, superintendent and instructor at the college level.

I have been an administrator in districts ranging in size from as few as 500 students to as many as 58,000 students. These have included small town school systems, suburban school systems and county-wide school systems.

Experiences gained in this variety of school districts and school settings will allow me to make contributions to the Council based on a broad point of view.

During the past few years, I have concentrated on providing alternative education programs for students who cannot adjust to regular school programs, and comprehensive efforts to improve teaching through in-service education. These projects have further enriched the experiences gained while administering the schools and school districts where I have worked.

In 1975, I was honored to be named Greenville County Educator of the Year by the South Carolina Education Association and the Greenville County Education Association.

In 1980, I was chosen one of the top one-hundred school administrators in North America by The Executive Educator magazine. During the same year, I was named Outstanding School Superintendent of the State of South Carolina by the South Carolina Association of School Administrators.

It is abundantly clear that NIE already has an impressive list of distinguished accomplishments. The Sixth Report of the National Council on Educational Research itemizes its findings with regard to effective schools, school finance, declining enrollments and improvements in the teaching of mathematics.

NIE's studies have assisted some states to prepare legislation regarding finance, and helped administrators advise and respond to legislators.

In view of its mission and its past performance, I believe that the Council and the NIE are faced with great opportunity during this critical time in the history of American education when drastic change is at hand.

The coming of sophisticated technology is but one example of many changes which have substantial implications for education, especially public education. Now gradually pulling itself up by its bootstraps, public education finds that it is confronted by what could become an incredibly complicated, incredibly expensive period which demands the production of better educated citizens who are fully prepared to deal with new, higher requirements in the workplace.

While coming to grips with renewed public insistence for improvement of basic education skills for certain school population groups, educators also find they now must scramble to meet insistent demands from the business community to acquire and install new programs that meet technological needs.

Through its charge to provide educational research and development, NIE can and does disseminate information to school districts to ensure that new programs are both cost-effective and educationally sound.

Many educators express serious concern about the decline of confidence in public education despite the obvious improvement taking place in many schools and school districts. The decline in confidence has been attributed to many factors, *such as declining test scores, school discipline problems, and lack of motivation in youth. Others attribute the decline to the increasing numbers of citizens who have no connection with the schools, since they have no children, grandchildren or other relatives in them.*

Perhaps NIE could provide a service by re-building confidence in education through research and the thorough and proper dissemination of the results of the research to interested teachers, school administrators and appropriate citizen groups.

As one whose major interest lies in finding ways to help teachers to teach more effectively, and children to learn better, I would urge continuation of present efforts, with strong emphasis on research and development, without any decrease in programs designed to encourage educational equity and quality education practices throughout the nation.

I intend to work with the Administration, the Congress and other members of the Council to meet these most worthwhile goals and objectives.

Biographical Data *December, 1982*

J. FLOYD HALL
100 Hunting Hollow
Greenville, South Carolina 29615

Experience:

Superintendent, The School District of Greenville County, Greenville, South Carolina	*1970 - present*
Superintendent, Oak Park and River Forest High School District, Oak Park, Illinois	*1967 - 1970*
Assistant Superintendent, Evanston Township High School District, Evanston, Illinois	*1960 - 1967*
Visiting lecturer at The University of Illinois (Taught courses in Administration and School Finance)	*Summers of 1964 and 1966*
Chosen as Consultant by the United States Department of Defense and the North Central Association to visit and evaluate Dependents' Schools in Germany	*Seven weeks in fall of 1965*
Superintendent, Ramey Air Force Base Schools, Puerto Rico Under contract to the Department of Health, Education and Welfare in Washington, D.C. As Superintendent he made many trips to Washington, D.C., to discuss budget and facility needs and traveled extensively in many of the states visiting leading colleges to recruit teachers. The staff at Ramey Air Force Base was composed of teachers from practically every state in the nation and Puerto Rico.	*1958 - 1960*
Superintendent - Principal, Fairfax, Alabama Schools	*1952 - 1958*
Assistant Superintendent - Principal and Science Teacher, Fairfax, Alabama Schools	*1951 - 1952*
Biology and Chemistry teacher, Lanett, Alabama, City High School	*1948 - 1951*

During high school and pre-college years, he was employed by the West Point Manufacturing Company (Martex Towels), Langdale, Alabama; he played three years of professional baseball; and worked as camp director at The George H. Lanier Boy Scout Camp for six summers.

Education:

1943 - Graduated with honors from Valley High School, Fairfax, Alabama
1944 - Attended University of Tennessee as member of the Air Force Cadet Training Program
1948 - B.S. Degree, Auburn University, Major in Science and Minors in English and Physical Education
1951 - M.S. Degree, Auburn University, Major in School Administration
1956 - "AA" certificate in School Administration, Auburn University

1957 - Ed.D. (Doctorate), Auburn University
1963 - John Hay Fellowship at Colorado College
1968 - IDEA Institute at University of Southern Utah
1969 - IDEA Institute at Guilford College

Service Record:

Army Air Force Cadet Training Program - Remained within the continental limits of the United States for pilot training and B-29 flight engineering school, 1943 - 1945.

Personal Data:

Married - two sons and one grandchild

Civic - President, Blue Ridge Council, Boy Scouts of America; Member of Pleasantburg Rotary Club (Combined 21 years of perfect attendance record in Evanston, Oak Park and Greenville); Former Member of Fairfax, Alabama Kiwanis Club (Vice-President with six years of perfect attendance); Former President of Oak Park Rotary Club; Member, Greenville Executive Board of American Red Cross; Member of Greenville Technical College Board for 12 years.

Church - Worked with a group to organize and build the first Southern Baptist Church in Puerto Rico
Thirty-two years as a Deacon and officer in Baptist churches
Presently Deacon, First Baptist Church of Greenville, South Carolina

Membership in Professional Organizations:

Presently active in American Association of School Administrators, State and National Association of Secondary School Principals, State and National Association of Elementary and Middle School Principals, State and National Association for Supervision and Curriculum Development, National Society for the Study of Education.
Secretary, South Carolina Association of School Superintendents
Past President, Mid-American Association of School Superintendents
Past President, National Federation of Urban-Suburban School Districts
Former Chairman of AASA Ethics Committee, Washington, D.C.
Former member of National Advisory Committee on Child Neglect and Abuse, chaired by Kansas Governor Robert Bennett, 1976 - 1978
Former member of the Board of Directors of Blue Cross-Blue Shield of South Carolina
Member, The Horace Mann League of The United States of America
Member, University Associates (University of South Carolina)

Awards and Honors:

Young Man of the Year in Chambers County, Alabama, 1955
Recipient John Hay Fellowship at Colorado College, 1963
Awarded Silver Beaver in Scouting in Evanston, Illinois, 1965
Named by South Carolina Education Association and Greenville County Education Association as Greenville County Educator of the Year, 1975
Listed for the White House as one of five most outstanding public school superintendents in the U.S. during Dr. Terrel Bell's tenure as U.S. Commissioner of Education, 1975
Nominated by Board of Trustees as Outstanding Superintendent in South Carolina for the year 1977
Participated in an AASA sponsored tour of the Russian school system, 1977
Served as guest speaker at the Annual Conference of the South Carolina Textile Manufacturer's Association, 1977
Chosen by The Executive Educator as one of the top 100 school administrators in North America, 1979
Named Outstanding School Superintendent of the State of South Carolina, 1980
Received Good Shepherd Award in Scouting from Blue Ridge Council, 1980
Awarded Honorary Farmer's Degree by South Carolina Future Farmers of America, 1981
Nominated by President Reagan and confirmed by U.S. Senate as member of National Council on Educational Research, 1982

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

—improvement in basic education skills
--problems of finance, productivity, and management in educational institutions
—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
--encouraging study of languages and cultures
--overcoming problems of older and nontraditional students in postsecondary education
--the needs of early adolescents and the schools which serve them
--improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

J. Floyd Hall — *December 14, 1982*

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

A. I am willing to support the Congressional mandate for NIE. I believe that the Congress established NIE for the purpose of seeing that every person be provided an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, national origin or social class. My intent is to see that the major priority of our Council will be to carry out this Congressional mandate. It is my understanding that the Council is the policy-making body for NIE and through these policies see that Congressional mandates are supported.

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

--improvement in basic education skills
--problems of finance, productivity, and management in educational institutions
--school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
--encouraging study of languages and cultures
--overcoming problems of older and nontraditional students in post-secondary education
--the needs of early adolescents and the schools which serve them
--improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

A. I am able to support these statutory mandates and as a member of this Council, I intend to see that policies are adopted which will direct the NIE staff to carry out these mandates.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

J. Floyd Hall *December 14, 1982*

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

A. I believe that Dr. Terrel Bell is one of the finest educators our nation has ever produced. Having known Dr. Bell and having been a fellow public school administrator, I agree with his priorities in making schools more effective and improving the educational standards of our public schools. In addition to conducting proper research for the improvement of education, it is also most important that NIE disseminate this information to school districts so that programs at the local school level might be more cost effective and educationally sound. We must rebuild confidence in the American education system and I believe that this can be assisted through the proper dissemination of the results of research to teachers, school administrators and appropriate citizen groups.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

J. Floyd Hall

December 14, 1982

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader(peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

A. Having been a public school administrator for many years, I know the importance of fair and open bidding for contracts with any government body. I pledge to see that the principles of fair and open competition permeate the entire NIE operation.

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

A. As a member of the Council, it is my intent to see that sound and appropriate policies are developed for the director and his staff to carry on their day-to-day operation. As a member of the Council, I do not feel that it will be my responsibility to become involved in the day-to-day operation of NIE. However, I do feel that it will be my responsibility to see that the director and his staff abide by the policies and regulations developed by our body. As long as the director is carrying out the mandates of the Council, he will have my full support and cooperation.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

J. Floyd Hall December 14, 1982

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

A. We must continue to examine the changing conditions of teaching, point out to all teachers what the most effective teachers in our systems are doing in their classrooms to help children learn. We must also look at conditions in schools that help good teachers function effectively. It is my belief that Congress intended for NIE to support fundamental research in teaching and learning; therefore, I intend to work to see that this continues as one of NIE's major responsibilities.

Q: Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

A. Having been a long-time practitioner at the local level in providing equal educational opportunities for all children, I believe that I know what is needed in terms of adequate policies to guide staff in seeing that the needs of all young people are addressed. Once the policies are adopted, the Council will have a major responsibility in overseeing NIE activities in order to assure that these policies of fair and equal treatment are carried out.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

J. Floyd Hall — December 14, 1982

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

A. The Council and NIE are faced with great opportunities during this critical time in the history of American education. The coming of sophisticated technology is but one example of many changes which have substantial implications for education. Public education particularly, finds that it is confronted by what could become an incredibly complicated, incredibly expensive period which demands the production of better educated citizens who are fully prepared to deal with the new higher requirements in the workplace. We must meet the insistent demands from the business community to acquire and install new programs which meet their technological needs. The policies of our Council must very definitely address these needs of our business community.

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

A. Again, the Council must have policies which will guide the agency in the review and granting of contracts for research. The staff, through consultation with leading educators, business and community leaders, must determine what pieces of research are most important in addressing the problems of American education. These proposals must address these problems while at the same time be supportive of the Institute's Congressional mandated mission. We can best guide the agency through our policy-making powers.

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

J. Floyd Hall *December 14, 1982*

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

A. As I have stated previously, the Council can best guide the agencies through its policies and regulations. It is my intent that all policies should address high quality, fairness, and equal opportunities for all. It is my intent to see that all grants made by the agency whether for labs, centers, or research contracts be done in a manner so as to be fair to all and not be done in a manner that would bring discredit to NIE, the Council, or to Congress. Again, I would stress the value of my public school administrative experience in working with elective boards of education for over a thirty-year period. I believe that I understand the reasons for these questions and know and appreciate the remedies which are needed to address these concerns.

Senator HAWKINS. Thank you.

I announced, Elaine, that you would not be here, because we thought the stork would interfere. We are happy to see you here and give a short statement.

STATEMENT OF ELAINE YERMACK SCHADLER, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Ms. SCHADLER. Thank you, Madam Chairman.

My name is Elaine Yermach Schadler. My background, both educationally and professionally, has served, I believe, to prepare me for the work of the council.

I hold an undergraduate degree from the University of Pittsburgh, a master's degree in reading disabilities from Temple University, and an A.B.D. from the University of Pennsylvania with a double major in the history of education and comparative education.

My focus has been on American, Western European, and Soviet education. I also hold a certificate in Chinese studies from the National Cheng Chi University in Taipei.

My work experience also has been largely in educational research. Nine years were spent with the congressionally mandated NIE-funded National Assessment of Educational Progress Project, where I worked as district supervisor.

My duties included supervision of the collection of empirical data as well as personnel management, and I served as a field interviewer, instructor, item writer, and author of monographs for internal distribution.

My work involved travel in 10 States, where I worked with educators in public, private, and parochial schools at the primary, elementary, and secondary levels. Schools where this research was conducted ranged from large inner city schools of Philadelphia, Baltimore, Washington, D.C., Detroit, Pittsburgh, Richmond, and Camden, to the rural countryside schools of northern Vermont, New Hampshire, and Maine, to the one-room schoolhouses in the Amish country of Pennsylvania and others in the rural hills of the Appalachian Mountains, West Virginia.

I am currently employed with the Inter-Collegiate Studies Institute in Bryn Mawr, Pa., which is an academic institute dedicated to high standards of traditional interdisciplinary scholarships in the humanities and social sciences.

Thus as my background of education and experience would indicate, I would hope to bring a historical and comparative perspective to the council, coupled with a keen awareness of the practical problems of empirical research in education, as well as a down-to-earth understanding of the research needs of public, private, and parochial school administrators.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

STATEMENT OF ELAINE YERMACK SCHADLER TO THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE--DECEMBER 9, 1982

My name is Elaine Yermack Schadler and I am appearing before the Senate Labor and Human Resources Committee as a nominee to the National Council on Educational Research. I consider a very great honor to have been nominated to serve on this Council and hope it will be my privilege to serve productively on the Council.

My background, both educationally and professionally, have served, I believe, to prepare me rather specifically forthe work of the Council. While my undergraduate degree from the University of Pittsburgh is in anthropology, I have an M.A. from Temple University in Reading Disabilities and I am an ABD at the University of Pennsylvania with a double major in the History of Education and Comparative Education (with a focus on American, Western European, and Soviet Education). I also have a Certificate in Chinese Studies from the National Chengchi University in Taipei.

My work experience has also been largely in educational research. Nine years were spent with the congressionally-mandated NIE-funded National Assessment of Educational Progress where I worked as a District Supervisor. My duties included supervision of the collection of empirical data, personnel management and as a field interviewer, instructor, item writer for tests and author of a monograph (for internal distribution). My work involved travel in ten states where I worked with educators in public, private and parochial schools at the primary, elementary and secondary levels. Schools where this research was conducted ranged from large inner-city schools in Philadelphia, Baltimore, Washington, D.C., Detroit, Pittsburgh, Richmond, and Camden to schools in the rural countryside of northern Vermont, New Hampshire, Maine, a one-room school in the Amish country of Pennsylvania, and others in the rural hills of the Appalachian mountains in West Virginia.

I am currently employed with the Intercollegiate Studies Institute of Bryn Mawr, Pennsylvania which is an academic institute dedicated to a high standard of traditional, inter-disciplinary scholarship in the humanities and social sciences. Thus, as my background of education and experience would indicate, I would hope to bring an historical and comparative perspective to the Council coupled with a keen awareness of the practical problems of empirical research in education as well as a down-to-earth understanding of the research needs of public, private and parochial school administrators.

In a time of budgetary restraint yet great bewilderment in education, I believe the Council must develop carefully broad policies for the National Institute of Education to meet this dual challenge. Research carried out under NIE's auspices must be well-targeted and cost-effective combining both high standards of research and writing with a bɒoad and practical usefulness. Thus attention must be paid not only to the quality of research, but its dissemination and potential audience. There is a clear need for projects which can enhance effective administration and instruction in the classroom. There is also a need in a decentralized educational system such as ours to explore the connection between classroom and home, school and community, so that whatever situation a child in our pluralistic society may find himself or herself in, the basic and necessary educational foundation to become a good citizen and a productive member of society will be within that child's reach.

Date: 12/4/82

BIOGRAPHICAL INFORMATION

NAME : Elaine Yermack Schadler

CURRENT POSITION : Director, Alumni Association
Intercollegiate Studies Institute
Bryn Mawr, Pennsylvania 19010

BIRTHPLACE & DATE : Pittsburgh, Pennsylvania 12/21/44

EDUCATION : University of Pennsylvania, 1978, A.B.D. Double major in Comparative Education (concentration in Soviet Studies) and History of Education

- National Chengchi Univ., Taipei, Taiwan, 1973, Certificate in China Studies.
- Temple Univ., 1971, M.Ed. - Reading.
- Univ. of Pittsburgh, 1967, B.A. - Anthropology; also graduate work in retailing.

PROFESSIONAL EXPERIENCE (Begin with most recent) : Director, Alumni Assoc., Intercollegiate Studies Institute, 1982 -

- Acting Editor, The Intercollegiate Review, 1982.
- Acting Publications Director, Intercollegiate Studies Institute, 1982.
- Consultant, Dept. of Education (reviewed grant proposals) May, 1982.
- Consultant, Dept. of Health and Human Services (reviewed grant proposals) February, 1982.
- District Supervisor, National Assessment of Educational Progress, conducted by Research Triangle Institute, Research Triangle Park, N.C., Jan., 1969, to October, 1978.
- Proofreader and copy editor for The Intercollegiate Review, the Political Science Reviewer, and The Academic Reviewer, 1975-79.
- Asst. Buyer, Kaufmann's Dept. Store (May Co.), Pittsburgh, PA., Aug., 1967, to Jan., 1969. Previous employment with Navy Federal Credit Union, Gulf American Land Corp., and Landsburg's Dept. Store, all in Washington, D.C. area during summers while an undergraduate student.

MEMBERSHIPS (Include dates) : Member, Selections Committee, U.S. Youth Council, 1982.

- Member, Board of Governors, International Year of the Youth Commission, 1982 -
- Member, Advisory Board, International Year of the Youth Commission, 1982 -
- Member, Phi Delta Kappa (Men's honorary in education), 1976 to date.
- Member, Pi Lambda Theta (Women's honorary in education), 1975 to date.
- Member & Professional Liaison, Children's Hospital of Philadelphia, Premature and High Risk Breastfeeding Group, 1981-82.
- Member, Childbirth Education Association, Conshohocken, PA.; local treasurer, March 1980 - May 1982; local president, Sept. 1980 - May 1982.

PUBLICATIONS, AWARDS & HONORS:

- Barnes Foundation Fellowship, 1980-81, completed course in Art History offered by Foundation, Merion, PA.
- President, Thomas Woody Society, University of Pennsylvania, 1975-76.

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

1 **Q.** The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

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--preparation for work
--encouraging study of languages and cultures
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--the needs of early adolescents and the schools which serve them
—improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

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5 **Q.** The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

6 **Q.** NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

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8 Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

9 Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

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11 Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Elaine Yermack SCHADLER DATE Dec. 13, 1982

(This is a form you should use in writing your responses to Senator Weicker's questions. Please identify each question before each response.)

Please note: Since I received these questions only late on Monday and must return them on Tuesday for use by the Committee on Wednesday morning, speed in answering required greater brevity than would otherwise be desireable. I trust, however, these answers are complete and responsive, even if concise.

1. I would certainly support the statutory missions of NIE. A well-designed, executed and disseminated research and development system in American education would be instrumental in supporting missions a), b), and c.

2. My personal, professional, and educational background has prepared me in some significant way to advance virtually all of the statutorily mandated priorities. I grew up in an ethnic, bi-lingual home; I have taught English as a second language to older students; I have worked professionally with primary and secondary administrators in inner-city and rural schools while administering a basic research project now mandated by Congress for NIE; I have a master's degree in reading disabilities and my doctoral work is in comparative education; I now work for an educational institute which disseminates scholarship through conferences, publications, fellowships, books, etc.

3. I have no difficulty supporting the education priorities of education excellence and effective schools, improving the teaching of mathematics and the sciences, strenthening the policies and practices affecting school teachers, and improving the dissemination of research findings to local education agencies. These are obviously most important and NIE's task is to oversee well-conceived, well-administered and executed research which contributes both to a basic understanding of education and has practical applications and implications to educators.

4. I support the principle that tax-funded education research should be of the highest quality and that fair and open competition with an appropriate peer review is an effective means for achieving that goal. High quality research aims for true answers not at justifying pre-conceived partisan or ideological conclusions. The NCER should as a matter of policy and oversight work to guarantee that tax-supported research be of the highest quality and funds for that research be awarded to those most capable of producing such research.

5. I would not want to pre-judge current complaints or practices before having an opportunity to acquaint myself fully with the facts. To the extent appropriate for the NCER, the misuse of authority should not be condoned, but the NCER should not become over-involved in the day-to-day specifics of NIE.

6. Reading comprehension, writing composition, problem-solving in mathematics and analytical and creative thinking are important areas for educational research.

7. Fundamental research into teaching and learning is also a valid area of research in education. I would need both more information and experience to judge whether this or that percentage (as well as what the total budget was) before deciding what specific figure should be devoted to this area of research.

8. The NCER should guide NIE's development of a research agenda by focusing attention on long-term, fundamental trends in the public school system and the community it serves by exploring and enhancing the understanding of what constitutes a good education and the means of achieving it in widely differing circumstances. The needs of special populations is clearly a matter of definition, but at this level of generalization I would suggest that in pursuit of a quality education for all, special populations are special only in the sense of having particular disadvantages or opportunities to learn what is necessary to be a creative, responsible citizen.
I would understand culturally different individuals as one type of special population--one which has a distinct set of disadvantages and opportunities to learn, but which has just as great an interest in receiving a quality education as any other group.

9. NCER should guide NIE in developing aresearch agenda that informs us accurately about how critical learning skills are developed through formal and informal education. Technological education is one practical application of critical learning skills; it should not become faddish, focusing on the current state of technology, but should be more basic, developing skills for technologies not yet in widespread use.

10. The NCER should guide NIE by defining clearly and in practical terms what peer review is and how it should be used to achieve high quality research in NIE-funded projects. A beginning in accomplishing this would be to determine what constitutes a peer for a particular type of research and the most appropriate means by which such peers can effectively review a proposal.

11. I believe that past experience and expertise is important, but should not be the sole criterion for future awards made by NIE. The NCER should guide NIE in establishing fair and competitive award procedures for labs and centers as well as for other persons and institutions seeking Institute support. The fact that an individual or institution has received an award in the past does not guarantee that the next proposal submitted for funding would necessarily be the most competitive. The crisis this country now faces in its education system and the economic and budgetary conditions facing the schools require that each award be made on its merits.

Senator HAWKINS. Thank you.

STATEMENT OF WALLIE SIMPSON, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Ms. SIMPSON. Thank you, Madam Chairman.

My name is Wallie Cooper Simpson. I was born in Marshall, Tex., and I received my education there in elementary school, high school, and college. I have a bachelor of arts degree in English, and a minor in education.

I am the founder-director of the Lower East Side International Community School located in New York City. It is an early childhood elementary and junior high school institution. I established this school out of an unalterable faith that the records of failure and confusion in the education system can be changed and that parents must be reminded of the leverage they have to realize their vision of adequately preparing their children to participate in designing and reaping the rewards of our American system.

The Lower East Side International Community School is in its 7th year. As its founder and prime mover, my responsibilities include fundraising, public relations, interviewing, retaining and dismissing staff, recruiting students, board members, and staff, meeting needs for upkeep of the physical plant, evaluating teachers' performances, writing proposals, developing curriculum, extracurricular activities, meeting institutional criteria necessary for the school's State certification and chartering, allowing flexibility in policies to accommodate positive changes, establishing and extending liaison with secondary institutions with a commitment to equity in high quality education, and sustaining an ever stronger emphasis on family involvement.

I do have a very high regard for Shakespeare's statement that all is well that ends well, but I have a very deep commitment to the very common saying of, "An ounce of prevention is better than a pound of cure." I mention the fact because I hope my contribution or input as a member of the National Council on Educational Research will be directed into two areas.

One is exploring the type of research that will involve parents in education. We have found from our experience in involving parents, particularly in early childhood and in elementary schools, that we can prevent some of the regression or stagnation of learning that usually takes place at the third grade level, and also prevent a lot of anti-social behavior that takes place once students enter junior high school and high school.

Two, as a black American woman, the formation of my experiences as a student and an educator impel me to perceive the status of education as it affects black American children. However, all races are victims of the problems in the educational system, but since most data and studies, particularly in inner-city schools across the United States, tend to conclude that black children are villainous and the least achievers, my experiences have well prepared me to go more directly to the cause.

America's educational productivity mirrors its social conditions, its economic record, and its relationship to the countries all across the world.

Thank you.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

SENATE HEARING
NATIONAL COUNCIL ON EDUCATIONAL RESEARCH NOMINEES
THURSDAY, DECEMBER 9, 1982
DIRKSEN BUILDING, ROOM 4230
WASHINGTON, D.C.

I, WALLIE COOPER SIMPSON, WAS BORN IN MARSHALL, TEXAS, HARRISON COUNTY, 300 MILES SOUTHEAST OF DALLAS, TEXAS. AFTER GRADUATING FROM PINEY GROVE, A ONE ROOM COUNTRY ELEMENTARY SCHOOL, AND H.B. PEMBERTON HIGH SCHOOL, BOTH IN HARRISON COUNTY, I ATTENDED BISHOP COLLEGE, THEN LOCATED IN MARSHALL, TEXAS, NOW IN DALLAS, TEXAS.

AFTER ONE SUMMER SEMESTER INTO MY SOPHOMORE YEAR AT BISHOP COLLEGE, I BEGAN TEACHING, AT THE AGE OF 15, IN A ONE ROOM ELEMENTARY COUNTRY SCHOOL AND CONTINUED MY EDUCATION AT BISHOP COLLEGE DURING SUMMER SCHOOL AND INTERSESSIONS. ONCE I RECEIVED A BACHELOR OF ARTS DEGREE I RESIGNED MY TEACHING POSITION AND ENROLLED AT THE UNIVERSITY OF PENNSYLVANIA IN GRADUATE STUDIES TOWARD A MASTERS DEGREE IN SECONDARY EDUCATION. BEFORE COMPLETING STUDIES AT U. OF P. I MARRIED AND BEGAN WORKING FOR THE U.S. BUREAU OF INDIAN AFFAIRS DEPARTMENT AS A TEACHER OF ELEMENTARY GRADES AT WRANGELL INSTITUTE, IN WRANGELL, ALASKA, AN EARLY CHILDHOOD, ELEMENTARY AND JUNIOR HIGH SCHOOL FOR INDIANS, ALEUTIANS AND ESKIMOS.

WITHIN THE THREE YEARS I TAUGHT IN ALASKA, I STUDIED PSYCHOLOGY ONE SUMMER AT OHIO STATE UNIVERSITY. I THEN PURSUED A CAREER IN SINGING OPERA AND TRADITIONAL RECITAL LITERATURE, RESULTING

IN EXTENDED TRAVEL IN NORTHEASTERN AMERICA AND EUROPE.

I REENTERED THE EDUCATIONAL COMMUNITY AFTER THE BIRTH OF MY TWO YOUNG DAUGHTERS, BRIDGING THE EXTENSIVE FIRSTHAND EXPERIENCE I HAD HAD IN THE PUBLIC SCHOOLS DURING THE EARLY SCHOOL YEARS OF MY SON WITH, ALSO, VOLUNTEER PARTICIPATION IN INDEPENDENT AND SECTARIAN SCHOOLS.

IN 1976 I FOUNDED THE LOWER EAST SIDE INTERNATIONAL COMMUNITY SCHOOL (THE 'INTERNATIONAL' ADDED IN SPRING OF 1981) AT 203 RIVINGTON STREET, NEW YORK CITY; AN EARLY CHILDHOOD, ELEMENTARY AND JUNIOR HIGH INSTITUTION, OUT OF AN UNALTERABLE FAITH THAT THE RECORD OF FAILURE AND CONFUSION IN THE EDUCATION SYSTEM CAN BE CHANGED AND THAT PARENTS MUST BE REMINDED OF THE LEVERAGE THEY ARE RESPONSIBLE TO USE TO REALIZE THEIR VISION OF THEIR CHILDREN GETTING ADEQUATE PREPARATION TO PARTICIPATE IN DESIGNING AND REAPING THE REWARDS OF OUR AMERICAN SYSTEMS.

LESICS IS IN ITS SEVENTH YEAR. AS ITS FOUNDER AND PRIME MOVER MY RESPONSIBILITIES INCLUDE 1)FUNDRAISING; 2)PUBLIC RELATIONS; 3)INTERVIEWING, RETAINING AND DISMISSING STAFF; 4)RECRUITING STUDENTS, BOARD MEMBERS AND STAFF; 5)MEETING NEEDS FOR UPKEEP OF PHYSICAL PLANT; 6)EVALUATING TEACHERS' PERFORMANCES; 7)WRITING

PROPOSALS; 8)DEVELOPING CURRICULUM AND EXTRA CURRICULAR ACTIVITIES; 9)MEETING INSTITUTIONAL CRITERIA NECESSARY FOR THE SCHOOL'S STATE CERTIFICATION AND ABSOLUTE CHARTERING; 10)ALLOWING FLEXIBILITY IN POLICY TO ACCOMMODATE POSITIVE CHANGES; 11)ESTABLISHING AND EXPANDING LIAISON WITH SECONDARY INSTITUTIONS WITH COMMITMENT TO EQUITY IN HIGH QUALITY EDUCATION; 12)SUSTAINING AN EVER STRONGER EMPHASIS ON FAMILY INVOLVEMENT; AND APPRECIATING AND ENJOYING THE ABILITY AND COMMITMENT OF LESICS TEACHING STAFF.

TO DATE, ONRUSH NEEDS FOR SEEDING AND DEVELOPING THE SCHOOL HAVE ALWAYS AND CONTINUES TO REQUIRE ME TO FORMULATE EXTEMPORANEOUS SOLUTIONS WITH IMMEDIATE IMPLEMENTATION. I CAN ONLY IMAGINE WHAT MUST BE A SUPERB LUXURY TO HAVE THE RESOURCES TO ALLOW TIME TO FIND ANSWERS.

AS A BLACK AMERICAN WOMAN, THE FORMATION OF MY EXPERIENCES AS A STUDENT AND AN EDUCATOR IMPEL ME TO PERCEIVE THE STATUS OF EDUCATION AS IT EFFECTS BLACK AMERICAN CHILDREN. HOWEVER, ALL RACES ARE VICTIMS OF THE PROBLEMS IN THE EDUCATIONAL SYSTEM. AND SINCE MOST DATA AND STUDIES, PARTICULARLY IN THE INNER CITY SCHOOLS, TEND TO CONCLUDE THAT BLACK CHILDREN ARE VILLANOUS AND THE LEAST ACHIEVERS, MY EXPERIENCES HAVE WELL PREPARED ME TO GO MORE DIRECTLY TO THE CAUSE. AMERICA'S EDUCATIONAL PRODUCTIVITY MIRRORS ITS SOCIAL CONDITIONS, ITS ECONOMIC RECORD AND ITS RE-

LATIONSHIP TO ALL THE COUNTRIES OF THE WORLD. THEREFORE, I CHOOSE TO FOCUS ON UPGRADING THE EDUCATIONAL SYSTEM FOR ALL.

I AM HAPPY AND GRATEFUL TO BE A NATIONAL COUNCIL ON EDUCATIONAL RESEARCH NOMINEE. I AM ENCOURAGED BY CONGRESS' RATIONALE FOR ESTABLISHING NIE AND I SEE ITS ROLE AS AN EXCITING PULSE FEELER AND PACESETTER, BOLDLY EXTENDING IT RESEARCH TO INCLUDE OUR CHILDREN'S FAMILIES AND DISSEMINATING PROVEN TRUTHS TO THE TOTAL AMERICAN COMMUNITY.

SENATE CONFIRMATION HEARINGS
NOMINEES TO THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH
THURSDAY, DECEMBER 9th, 1982, 9:30 A.M.
ROOM 4230, DIRKSEN SENATE OFFICE BUILDING
SENATE LABOR AND HUMAN RESOURCES COMMITTEE ROOM

I HAVE NO QUARREL WITH THE LEGISLATIVE MANDATE FROM THE CONGRESS FOR THE ROLE OF THE COUNCIL; THAT IS, DEVELOPING POLICY AND OVERSEEING ACTIVITIES OF THE NATIONAL INSTITUTE OF EDUCATION.

I WOULD LIKE TO SEE THE COUNCIL, AS ONE OF ITS ACTIVITIES, ENCOURAGE RESEARCH INVOLVING STRONG DIALOGUE AND ACCESSIBILITY OF PARENTS DURING EARLY CHILDHOOD THROUGH THE ELEMENTARY GRADES AS AN EXPLORATORY MEASURE TO PREVENT ACADEMIC STAGNATION USUALLY OCCURRING AFTER THE PRIMARY GRADES AND ANTISOCIAL BEHAVIOR.

Date: Oct. 19, 1982

BIOGRAPHICAL INFORMATION

NAME : Wallie Cooper Simpson (Mrs.)

CURRENT POSITION : Founder/Director
Lower East Side International Community School
New York City

BIRTHPLACE & DATE : Marshall, Texas - 9/15/31

EDUCATION : B.A. degree, Bishop College, Marshall/Dallas, Texas

Psychology courses, Ohio State University

Post Graduate Studies in Secondary Education, University of Pennsylvania

PROFESSIONAL EXPERIENCE (Begin with most recent) : Participating in research and responsible for final decision defining curriculum, recruiting board members, initiating process for provisional to absolute charter, fundraising, interviewing and hiring teaching and maintenance staff, evaluating and rating staff performance, designing policy for staff, pupil, parent, community interrelationship and interdependency, dismissing staff, defining school philosophy, public relations, reviewing and amending school's curriculum in the interest of job trends, lifestyles, advanced communications systems, space status and attributes supportive of emotional security, self-confidence, and self-esteem of children 2½ through 14 years of age. These experiences were gained in my role as founder/director of an independent school.

-- TAUGHT IN ONE ROOM SCHOOL FOR 4 YEARS when I was 15 years old.

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

—improvement in basic education skills
—problems of finance, productivity, and management in educational institutions
—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
--encouraging study of languages and cultures
--overcoming problems of older and nontraditional students in postsecondary education
--the needs of early adolescents and the schools which serve them
—improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Wallie Simpson DATE December 13, 1982

1. a) Yes, b) yes, c) yes, d) yes -- Yes, my priorities as an NCER member would be to pursue these missions.

2. I would be willing to support Congress' mandated priorities for NIE research. With the exception of problems of older and nontraditional students in post-secondary education, as Founder/Director of LES International Community School I am involved daily with the other priorities in terms of amending school policy based on experience and studies.

3. Yes. Research should lead to a precise definition of education excellence and how it is reflected in effective schools; in earlier grades master teachers should begin to inspire students through the correlation of mathematics and science to the era of the space age; policies and practices should strongly show the need for teachers to have an investment in the school's development and image; research findings should be accessible to parents; and education agencies and particularly schools should be priority sources for researchers.

4. Yes. Yes. Yes.

5. Yes.

6. Yes. Yes.

7. Yes. Yes.

8. In guiding the Institute's research agenda I would like to see the following questions considered:

-- Does the public school system tend to mislabel a growing number of disciplinary problem students as having learning disabilities?

-- How can parents with limited education contribute to the success of their children's school experience?

-- What is the track record of adjustment to the American system of students required to study in the English curriculum and simultaneously study the correct grammar and writing of their mother tongue.

9. I would like to see greater emphasis on educational technology (industrial arts, applied science, etc.) from a practical viewpoint by beginning in the earliest grades to teach how everything works in buildings such as the school to provide comfort, needs, and a healthy environment. The research should anticipate improved methods and future job market trends.

10. I would like to see peer reviewers, as one aspect of criteria for consideration of grants and contracts, include an examination of auto-reliance and resourcefulness in starting and sustaining an agency project. I would also like them to consider whether the productivity of the project justifies support.

11. One approach may be to analyze the track record of the labs and centers as it related to accountability, productivity, and dissemination of findings. Also, does the implementation of findings from these institutions improve education?

Senator **Hawkins**. Thank you.

STATEMENT OF CARL SALSER, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. **Salser**. Madam Chairman, I am Carl Salser, the executive director of Educational Research Associates in Portland, Oreg.

Briefly, I can say that I have taught on virtually all levels—secondary level, the college undergraduate level, college graduate level, private vocational classes, adult education, Naval Reserve classes, and so forth.

During the past 20 years, I have become increasingly concerned about the lack of cost effectiveness in education, the spiraling costs, and the lack of student achievement. As a result, our organization has been doing more and more to develop methods and materials that would help with this problem of cost-effectiveness and the improvement of achievement.

We are working more and more constantly to help with that problem, and I would hope that the NCER can address at least some of its time and energy to this question of cost-effectiveness and improved achievement.

I think the original architects of the NIE had in mind more basic research. That has not come about, for a variety of reasons, but if it cannot come about, I would hope that the NCER and the NIE could at least address known research and help implement that research to schools across the country.

Thank you.

[The prepared statement, biographical sketch, and questions for the nominee with resposes follow:]

STATEMENT OF CARL W. SALSER

BACKGROUND SKETCH

Carl W. Salser

Lake Oswego, OR 97034

As Executive Director & Editor of Educational Research Associates and National Book Company (Portland, OR 97205), I have been intensely involved with the pragmatic application of research to both materials and methodology since 1965; and, to a lesser extent, for some five or six years prior to that.

In the way of "far back" background, I might mention that I was born in Emporia, Kansas, where my father was a staff member of what was then Kansas State Teachers College (now Emporia State University).

We subsequently moved to Corvallis, Oregon, where my father was Dean of Education at Oregon State University, for 18 or more years. Since, in his later years, my father's eyesight was somewhat impaired, I was sometimes drafted (even at age 16) to do a certain amount of reading and research for him. I do not claim to have accepted these assignments with great enthusiasm; but I did learn a considerable amount from them--which, undoubtedly, was my father's intention.

I also should mention that my mother, born in Iowa, taught in a one-room school there, for at least a year or two.

Corvallis, Oregon was my home until 1942, when I entered the Navy; and again from 1946 to 1950--when I was recalled to active duty in the Korean conflict. I remained in the U.S. Naval Reserve (Active) until 1973; and was transferred to the Naval Reserve Retired List, as a LCDR, in July of 1981.

I graduated from both grade school and high school, in Corvallis; and received B.S. and M.S. degrees from Oregon State University, in 1947 and 1956 respectively.

My teaching experience includes high school, undergraduate classes on the university level, workshops and seminars on the graduate level, adult education classes, and numerous Naval Reserve classes.

I have been a guest lecturer at between 15 and 20 colleges and universities throughout the country; and a speaker at state, regional, and national educational conferences and conventions.

My writings include A TYRANT IN CAP & GOWN (1974) and WHAT'S WRONG WITH PUBLIC EDUCATION--From A-Z (1978). I have authored, co-authored, edited-and/or narrated over 500 texts, Individualized Instruction Programs, and educational recordings; also 100 or more articles for a variety of newsletters and professional publications.

During the past 15 years, I have become increasingly concerned about the lack of both cost and achievement effectiveness in our schools.

Between 1930 and 1971, public school enrollments increased 71% (and have since declined), while expenditures grew 2500%. Even if an adjustment is made for inflation, the increase (during that same period) was probably in excess of 750%. Student achievement has been equally disconcerting.

I would hope that the NCER can spend at least some of its time in addressing these problems in a practical and imaginative way.

Date: 15 Nov, 82

BIOGRAPHICAL INFORMATION

NAME : SALSER, Carl W.

CURRENT POSITION : Executive Director & Editor, Educational Research Associates and National Book Company, Portland, OR 97205

BIRTHPLACE & DATE : Emporia, KS; 16 August 1921

EDUCATION : M. S., Oregon State University, Education, Business Education, English (1956)
B. S., Oregon State University, Education, Literature, Business Education (1947)

PROFESSIONAL EXPERIENCE (Begin with most recent) : Executive Director & Editor, Educational Research Associates, Portland, OR (1965-Present)
Guest Lecturer, 17 Colleges and Universities, (1956-Present)
Executive Director, Education Center (with Pacific Business College), (1960-1965)
Teacher, Adult Education, Portland Public Schools (1957)
Editor-in-Chief, Allied Publishers, Inc., Portland, OR (1955-1962)
Teacher, Business Department, Franklin High School, Portland, OR (1954-56)
Purchasing Officer, Naval Air Station, Seattle, WA (1950-1952)
Teacher, Business Department, Corvallis High School, Corvallis, OR (1949)
Teacher, Business Education Department, Oregon State University (1947-1948)

MEMBERSHIPS (Include dates) : Phi Kappa Phi (1947), Kappa Delta Pi (1942), Sigma Delta Chi (1947-Present), Western Business Education Association (Current), National Business Education Association (Current), Society of Educational Engineers, Oregon Board of Education (1970), Advisory Committee for Private Education (State Dept. of Education) (1965-1969).
LCDR, U.S. Naval Reserve (Retired) (1948-1981)
Past District Governor, Sigma Phi Epsilon Fraternity (1955-1959)

PUBLICATIONS, AWARDS & HONORS: Award for Meritorious Service, State Dept of Education (1964-69).
Book Authorship: A TYRANT IN CAP & GOWN (1974), WHAT'S WRONG WITH PUBLIC EDUCATION--From A-Z(1978).
Have authored, co-authored, edited and/or narrated over 500 texts, Individualized Instruction Programs, and educational recordings.
Author of more than 100 articles on the Oregon economy, politics, and problems in education.

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

—improvement in basic education skills
—problems of finance, productivity, and management in educational institutions
—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
--encouraging study of languages and cultures
--overcoming problems of older and nontraditional students in postsecondary education
--the needs of early adolescents and the schools which serve them
—improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First. do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser

DATE December 13, 1982

1. Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

ANSWER: I am in complete accord with the NCER's statutory missions. To the extent that it is within the Council's purview and does not interfere with the Institute's day-to-day operation, I would encourage examination and dissemination of existing and proven research, while, at the same time, exploring ways to encourage NIE efforts in the direction of basic research.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser DATE December 13, 1982

2. Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:
   --improvement in basic education skills
   --problems of finance, productivity, and management in educational institutions
   --school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
   --preparation for work
   --encouraging study of languages and cultures
   --overcoming problems of older and nontraditional students in postsecondary education
   --the needs of early adolescents and the schools which serve them
   --improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

ANSWER: Again, I am in complete accord with the statutorily mandated priorities upon which Congress would have the NIE focus its research efforts. Although the Council is largely a policymaking body, there should be an opportunity to help advance those activities which would further the above priorities most effectively.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser DATE December 13, 1982

3. Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

ANSWER: I very definitely support Secretary Bell's education priorities, both as viable and constructive objectives, as well as appropriate topics for the NIE and federally supported educational research, in general. It seems to me that the NCER's oversight/policymaking powers would permit it to at least advocate (through channels available to it) excellence in student achievement, as well as cost-effective methodology; stress those teaching strategies particularly helpful to science and mathematics; stimulate improved teacher training practices and professional policies pertinent to teacher growth; assist the NIE in finding new ways to disseminate proven research findings, along with the methodology for implementing that research; and inspire the development of clear and simplified liaison channels between educational researchers and local education entities.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser DATE December 13, 1982

4. Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

ANSWER: To the extent that the NCER's mission provides, as outlined in statutory provisions not presently available to nominees, I would be delighted to pledge my support to the principles of fair and open research competitions; to assure that competitions and awards are so carried out; and to preclude ideological or partisan political screening of field readers.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser DATE December 13, 1982

5. Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

ANSWER: Provided it is within the Council's purview, statutorily, I indeed pledge to investigate such practices and support any efforts of the new director to correct any misuse of authority.

6. Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

ANSWER: I do, indeed, support NIE's research into the advanced academic skills and pledge to work with the Institute to protect such studies, whenever and wherever NCER guidelines permit.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser DATE December 13, 1982

7. Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

ANSWER: I fully support the continuation of this policy and will do everything in my power to retain it.

8. Q. Would you please tell the committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:
    - -trends in the public school system
    - -needs of special populations, and
    - -need of culturally different individuals?

ANSWER: Since certain trends in the public school system has been contrary to basic principles relating to the psychology of learning (e.g., learning rates are like fingerprints--no two are alike); since the needs of special populations can be serviced more effectively, and at lower cost, through applied technology; and since those of culturally different backgrounds can be similarly assisted and encouraged, I would hope that the Council's oversight and policy efforts could be directed toward a research agenda compatible with these considerations.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser DATE December 13, 1982

9. Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

ANSWER: If effective cognitive processing and technological education are to be fostered, certain changes will have to be made in education's delivery system and its arbitrary commitment to "seat time," which, in turn, relates to the Carnegie Unit. As Professor Benjamin S. Bloom has pointed out: The entire history of research on prediction of school achievement demonstrates that particular tests of achievement and/or aptitude, given prior to a learning task (or a set of learning tasks), enable one to predict, at least to some extent, the level/or rate of achievement, by the end of the task, course, or set of learning tasks. Longitudinal studies of learning achievement, over a year or more, reveal that the achievement variation of students at the end of the year or term is highly related to their variation in achievement over related school subjects prior to the beginning of the year or term. School learning tasks typically represent some developmental sequences in which later tasks assume some prior learning on the part of students. Finally, it would seem impossible to conceive of any learning task which is not built on some prior learning.

If education is to properly and effectively address cognitive processing and entry behavior, with its myriad variations and variables, the NCER and NIE must work together to develop not just guidelines, but management principles, methods, and techniques which will facilitate a cost-effective, achievement-effective solution to the problems related.

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Carl W. Salser DATE December 13, 1982

10. Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

ANSWER: To the extent that it falls within the NCER's purview, I believe the Council should encourage peer review criteria emphasizing the widest possible geographic and demographic distribution, the widest possible variation in education environments (schools and districts of all sizes), peers with practical and pragmatic experience, as well as those with highly theoretical and technical background, without political or ideological consideration.

11. Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

ANSWER: Few, if any, NCER nominees are acquainted with prior statutorily mandated policies, related to the labs and centers, or even agency guidelines, which may have been issued, over a period of years. If the labs and centers are to be assured of a certain percentage of NIE funds, there is little the NCER can do except to encourage, through oversight and policy, equitable assignment, based on what would appear to be maximum cost-effectiveness and opportunity for increased productivity within the education establishment.

Senator HAWKINS. Thank you.

STATEMENT OF BLOUKE CARUS, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Mr. CARUS. Madam Chairman, my name is Blouke Carus.

First of all, I would like to congratulate you on your adroit handling of the hot potatoes this morning.

I think you will find, as those of us who have been involved in education for a long time, there are a lot more hot potatoes out there, and I think they need discussing.

My background is from Cal Tech. I studied electrical engineering. I studied chemistry at the University of Freiburg in German, in Freiburg, West Germany, and French and French Culture at the Sorbonne.

My wife and I led great books groups for 7 years and enjoyed that experience a great deal.

My professional background has been as a chemical manufacturer since 1951, especially involved in research and development and the development of new products and marketing and management in general.

Since 1962 I have been deeply involved and committed in educational publishing, particularly at the elementary grades in the fields of reading, writing, and mathematics.

One of my main concerns is the resolution of fundamental policy issues in education in the basic goals, and I feel that we have not done this adequately, especially at the end of secondary level.

I feel that in the period of education from preschool through graduate education—that the end of secondary school is the most important single point which needs definition. If this were done properly, I think it would make a great contribution to education, as has been done for centuries in Europe. I am particularly referring to the definitions supplied by the State examinations.

We never seem to benefit from the experience of others in this regard.

But more importantly or equally importantly to evaluating and determining our goals and objectives, I think we need to set standards, standards which we can discuss, which can be evaluated externally.

In order to do this properly, we need help from organizations such as NIE, and we need to translate these standards into specifics. That is a big job.

I have been intimately involved with the Center for the Study of Reading (CSR), at Champaign-Urbana, which is supported by NIE, and have a great respect for it. I have worked with the CSR director in organizing a conference at Wing Spread this past spring. I have observed a number of the NIE staff and their good work at CSR.

I would like to see an evaluation of other institutions, including the labs and centers, by peers, by genuine professionals, to make sure there is some kind of oversight over them. If such institutions meet the standard of CSR they would be excellent organizations. I realize that takes a lot of hard work.

I feel very excited about participating in the NCER and working with NIE staff. I have great respect for Bob Sweet, and I would enjoy working with him a great deal, and I am confident that he will work with us, if we provide the right environment.

Thank you, Madam Chairman.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

M. Blouke Carus
2222 Chartres St.
Peru, IL 61354

TO: Whom It May Concern

FROM: M. Blouke Carus

SUBJECT: United States Senate Confirmation Hearings for Presidential Appointee to the National Council on Education Research

DATE: December 7, 1982

With my background from Cal Tech, study in Europe, chemical manufacturing, and publishing, I have devoted attention over the past twenty years to the goals of education, educational strategies to achieve those goals, and educational research in order to make progress in developing new and improved curricula.

I believe that the National Council on Educational Research provides a crucial role in guiding the National Institute of Education towards the goals which are consistent with the present administration goal: the improvement of education at all levels.

I expressed my own thoughts explicitly at the hearings of the National Commission on Excellence in Education in Chicago, and which I put in a letter to Milton Goldberg on July 9, 1982, and so I am attaching that letter which applies here equally as well.

I have discussed a number of current National Institute of Education projects with the Acting Director of the National Institute of Education, Mr. Robert Sweet, and I would enjoy working closely with him and with other members of the National Institute of Education staff.

Attached:
Copy of letter to Milton Goldberg,
Executive Director,
National Commission on Excellence
in Education
Washington, D. C. 20208

OPEN COURT [illegible]

La Salle, IL 61301

(815) 223-2520
Telex 404-452
Cable OPCORCO

Office of the President

9 July 1982

Mr. Milton Goldberg
Executive Director
National Commission on
Excellence in Education
U. S. Department of Education
Room 639, 1200 - 19th Street, N.W.
Washington, DC 20208

Dear Mr. Goldberg:

I enjoyed very much the evening at the University Club of Chicago to meet a number of the commissioners and business leaders in Chicago and to discuss the work of the commission. I have read the papers you sent me after the meeting because I was in New York City since 27 June. From what I can see, I would enjoy reading some additional papers; therefore I would appreciate very much if you could send me the papers by the following people: Astin, Cusick, Gamson, Good, Neumann, Pace, Resnick, Rudolph, Schwille, Sternberg, Sjogren, Ward, and Hargadon (American Psychologist, Vol. 36, No. 10, pp. 1111-1119).

You asked for my comments in writing, and I am pleased to send them, plus a few additional thoughts. I will divide them in three categories: International Baccalaureate (IB), Advanced Placement Program (APP) provided by the College Board, and some proposals which would strengthen and promote excellence.

Our family foundation, The Hegeler Institute, was instrumental in starting the North American office of the International Baccalaureate, and it has taken hold about as we originally envisioned. There are now about forty schools in the United States which will offer the IB this coming fall, and it takes about five years for it to have its desired effect, which you can observe now in Francis Lewis High School in Queens, New York City. (Enclosed is an IB information packet.)

We see the IB as the best long term model available for secondary education. It builds upon the Humboldt tradition, and an IB Diploma comes close to allowing entrance into all universities in the world, depending on the student's native language ability and other specific entrance requirements. Although the levels of academic achievement and the breadth of subject matter are currently beyond the reach of the vast majority of American students, the program is fulfilling a great academic hunger of a small number of students in large metropolitan centers and a few private schools, and is growing about as rapidly as the IB office can tolerate. The primary reasons why almost all Americans cannot possibly earn an IB Diploma at the present time are not lack of intelligence or lack of desire, but rather are due to inadequate preparation, and this is what I am writing about in this letter.

Of all the important periods in a student's life, it seems obvious upon reflection, that the end of secondary and admission to tertiary education is one of the most important decision points and control points for students, parents, and educators. And the IB fulfills almost all the dreams imaginable for those who are serious about excellence in education and who are familiar with the IB itself.

But how can we consider the International Baccalaureate when only a tiny fraction of Americans can benefit from it during the next ten years? The reasons, in my view, are too complex and require more justification than belong in this letter. Rather, in summary, I believe the IB should play a central role in our planning for the future for the following reasons:

1. The present situation is intolerable: students are not well prepared for higher education so that they need to repeat courses in the basics in colleges and universities; because of the lack of structure in secondary schools, students are not thoroughly familiar with, or capable of handling, ideas in the major modes of man's experience, and therefore they have little understanding or appreciation of what academic work is all about; students are today under great pressure to earn a living soon after attending higher education, and because of poor preparation and need for specialization, most students are unable to even get a general or liberal education -- and many of us see no relief in sight. The *Daedalus* volumes in 1974-75 are a testimony to many of the difficulties and the lack of agreement about attaining a liberal education, *many of which have their origins in inadequate preparation in the elementary and secondary schools*.

2. In spite of the enormous gains made in providing a better education for many students, still our system is very inefficient, costly, and especially from the point of view of excellence in education, we are and will remain uncompetitive among the industrial nations of the world unless major structural changes are made. As Ralph Tyler has pointed out, at the very top, our students do graduate from institutions of higher learning (usually the top 50-100 elite institutions) and are competitive with the best of any country. But I maintain that the reasons are more likely to be found in the homes, fortunate upbringing, and superior experiences and good instruction at the tertiary level, rather than because of the educational *system*. And that fortunate circumstance does not provide a satisfactory *system* to support the other 90+% of the students who are also needed by, and are dependent upon, our modern industrial and post-industrial society.

3. Even though the numbers are small, the International Baccalaureate is an existing system and an institution which can adapt to circumstances. The important thing is that it proves to students, parents, educators, and anyone who cares to observe that American students (and even third world students) are now earning IB Diplomas, and it points the directions how students can do better and how more students can earn IB Diplomas. The IB Diploma may not be perfect, but for Americans it is far better than any comparable secondary curriculum, set of examinations, and in turn, preparation for a general or liberal education. In time someone or some

organization may develop an improved secondary curriculum, but such an effort takes a lot of time, effort, and resources, and therefore I suggest we nurture the growth of the IB on a broad geographical basis and to assist the curriculum development where possible.

* * *

For the next generation, in my view, the Advanced Placement Program will provide the best route to prepare our schools, students, teachers, etc., for the International Baccalaureate or equivalent. It is much better known in America than the IB so I don't need to describe it, but in case someone would like additional information I am enclosing a few articles, and of course Dr. Harlan Hanson in New York and his office at the College Board can provide additional documentation.

The AP Program offers first year college level courses within the high school setting, and the successful completion of AP examinations provide college credits at almost all American colleges and universities. AP courses and examinations are offered for all basic subjects. The program has been growing at a steady rate since its inception in the early fifties, and this past spring about 142,500 students took some 190,000 examinations. In a typical year about 2/3 of the candidates are high school seniors and the other 1/3 are 9th through 11th graders. The total number of candidates would represent approximately 4% of the number of high school seniors, although some of the students took the examinations before their senior year.

As has been demonstrated over the years, the AP Program has a very beneficial long-term effect on secondary schools wherever it is being used, and it feeds upon itself. It is one of the truly successful reforms to come out of the fifties and sixties which still shows a lot of growth potential. Within the context of anarchy and malaise in most high schools, the AP Program generates enthusiasm among teachers and students, and in those subjects for which students take AP courses, it prepares them well for rigorous academic work in college.

For various reasons some areas of the United States have a very high concentration of AP students and others are barren. Utah is leading the way, where about 25% of the seniors are taking AP courses, and of those about one-fourth are taking three or more AP courses, which gives them one year of credit in many tertiary institutions.

Unfortunately there are still large high schools with no AP students. Until recently in our entire area in north central Illinois there were no AP students. My hope would be that out of the current secondary reform movement there would arise a strong pressure to encourage all high schools to offer the core AP courses so that eventually most schools can equal or surpass the level of participation of the students in Utah at the present time.

In my view a very good, if not the best, measure of academic excellence of any high school is the percentage of AP senior students and how well they do on the AP exams. Why not calculate this index and give the top 100 or 1000 schools a certificate of merit. More importantly, I believe that if a high school is interested in preparing students for college, then it should offer AP Programs at least in English, mathematics, history, one or more foreign languages, and in the three sciences.

One reason the AP Program is so useful is because it is so easy and inexpensive to start. All that is needed is one enthusiastic teacher and one willing and ambitious student. And once it takes hold it is almost impossible to drop.

# # #

As I mentioned at the Commission dinner with Chicago business leaders, we will never be able to offer a broad and challenging education until we make at least two structural changes:

1. Integrate junior high school as a part of secondary education instead of keeping it as a remedial institution for elementary education and only a preparation for secondary education. Students should be offered tough and challenging courses in language and literature (with a lot of solid reading and weekly writing assignments), foreign languages (recommendation: start with Latin), mathematics (start with algebra in the seventh grade), the sciences, social sciences, and the arts. Four years is not enough to prepare for college, six years is the minimum; in Germany secondary education (Gymnasium) lasts for nine years and in other Continental countries a similar amount of time.

2. Drop the Carnegie unit as the standard requirement for a course. (One credit is offered only if the course is taught one period per day, five days a week.) We need to offer more courses and over a longer period of time as is done in Europe. Enclosed is a typical schedule of courses for Continental Europe, and the schedule itself helps to explain why European students are able to get the breadth needed to prepare them for a liberal education, whereas ours do not.

Another key issue that Mr. Henderson, Executive Director of Chicago United, mentioned, and which I believe is essential, is the need to inject excellence into vocational education. This is not only possible but essential, and again, a full exposition requires more space than I can give you at this time. But to summarize:

1. Although vocational education receives a lot of money, it is usually the dumping ground for students who can't make it in other fields. There are a lot of dropouts, so that vocational education is just about as inefficient as our high schools in general.

2. Spending time in classrooms is no measure of performance. Rather, we need performance testing as is required in apprenticeship programs. My own preference is therefore to have fully organized apprenticeship programs as an integral part of secondary education as is done in Continental Europe and Japan.

3. My belief is that until we do so, we will never be able to compete again in industrial technology with the high quality imports from abroad (cameras, electronic equipment, automobiles, eyeglass frames, musical instruments, etc.).

4. Enclosed is a short interview with Mr. Bohem who studied apprenticeship programs in America and abroad, and which describes another advantage (reduction of juvenile delinquency).

There are a number of other suggestions which seem fairly obvious; therefore I will only list them: ask students to do more homework starting in the middle grades and reduce study hall (baby-sitting) periods; downgrade intercollegiate sports; lengthen the school year to 200 or more school days per year.

One last suggestion. If we must keep the comprehensive high school, then at least we should recognize that we should at least have schools within schools, in which case we are serving at least four distinct categories of students:

1. academically oriented students, namely those students who will graduate from college;
2. semi-academically oriented students, better suited for the A.A. Degree -- technicians of all sorts;
3. vocationally oriented students, those who are better suited to learn a trade such as electrician, policeman, truck driver, skilled factory worker, auto repairman, etc.; and
4. dropouts and unskilled people. Accordingly I believe we should have different diplomas for different categories of students.

Sincerely,

OPEN COURT PUBLISHING COMPANY

M. Blouke Carus/RP

M. Blouke Carus
President

MBC/rp

Enclosures: International Baccalaureate Information Kit
Articles about the Advanced Placement Program from The College Board Review, Spring 1980:
"Twenty-Five Years of the Advanced Placement Program" by H. Hanson
"The Advanced Placement Program: Reflections on Its Origins" by William Cornog
"Students Intern in High School" by Robert D. Winer
"Apprenticeship is the Answer," an interview of Paul Bohem by Robert W. Cole, Jr. from Phi Delta Kappan
Schedule of courses for Continental Europe (will be sent separately)

cc: Chester Finn, Vanderbilt University
Harlan Hanson, College Board
Kenneth Henderson, Chicago United
Gerald Holton, Harvard University (with enclosures)
Leslie Lenkowsky, Smith-Richardson Foundation
Richard Morrow, Standard Oil of Indiana
George Roche, Hillsdale (MI) College
Clifford Sjogren, University of Michigan
Robert Sweet, National Institute of Education
Howard Webber, Open Court Publishing Company

Dictated but not read.

Date: 29 Oct. 82

BIOGRAPHICAL INFORMATION

NAME	Milton Blouke Carus
CURRENT POSITION	President & Chief Executive Officer Carus Corporation
BIRTHPLACE & DATE	Chicago, Illinois 15 June 1927
EDUCATION	California Institute of Technology, B.S. 1949 University of Freiburg, West Germany; 1949-51 Sorbonne, Paris, France; 1951

PROFESSIONAL EXPERIENCE :
(Begin with most recent)

1967 - Present: Carus Corporation, President & Chief Executive Officer
1962 - Present: Carus Chemical Co.:President & Chief Executive Officer
1962 - Present: Open Court Publishing Company: President & Chief Exec.Off.
1973 - Present: Cricket Magazine, Publisher
1981 - Present: LaSalle & Bureau County Railroad; President
1981 - Present: Iowa Northern Railroad, President
1981 - Present: LaSalle Transport, Chairman of the Board
1951 - 1962 Carus Chemical Company, Developmental Engineer

MEMBERSHIPS :
(Include dates)

IBNA, New York	Chairman of Board	1980 - Present
IBO Council, Geneva Switzerland	Council member	1977 - Present
Illinois Chamber of Commerce		1973 - Present
Chemical Manufacturers Association	Director	1977 - 1980
Illinois Manufacturers' Association	Director	1972 - 1977
U. S. Chamber of Commerce Edu. Employment & Training		1981 - Present
Illinois Valley Community College Committee		1965 - 1967
LaSalle County Historial Society		1979 - Present
Philadelphia Society		1977 - Present

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

—improvement in basic education skills
—problems of finance, productivity, and management in educational institutions
—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
--encouraging study of languages and cultures
--overcoming problems of older and nontraditional students in postsecondary education
--the needs of early adolescents and the schools which serve them
—improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First. do you pledge to support the principles of fair and open competitions as noted above? Second. will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME M. Blouke Carus DATE 27 December 82

(This is a form you should use in writing your responses to Senator Weicker's questions. Please identify each question before each response.)

1 Q.

A. I am most willing, I would rather say enthusiastic, about supporting the statutory mission of the National Institute of Education. My preliminary objectives will be:

a. Improve the basic skills in the 3 R's, science, social sciences, foreign languages, and the arts.

b. Improve and strengthen the means of performance-based assessment so that we can have better knowledge of where we are and where improvements are needed.

c. Identify successful teachers, schools, principals, and administrators; find out why they are successful; and in turn encourage others to emulate them.

d. Study and identify ways we can improve administration, especially principals, so that teachers, educators, and parents can work together more effectively.

e. Study ways that teachers can provide more "time on task" (become more efficient in the use of resources), and help train teachers to apply this knowledge.

Follow-up Questions from Senator Lowell Weicker
Page Two

f. Find ways to motivate students to work harder and more effectively and ways to encourage more homework. (There is not enough time in the day to accomplish everything that is needed to be done.)

g. Identify more challenging academic goals (such as the International Baccalaureate and Advanced Placement Program), and encourage all schools to offer a greater challenge for academically talented students.

h. Identify ways to motivate and challenge students who are not interested in higher education and who are looking for employment upon graduation from high school.

i. Identify ways to work within the existing power structure to accomplish mutually acceptable educational goals and objectives.

j. Help identify and to carefully delineate those goals and objectives in education which are mutually acceptable to teachers, educators, administrators, professors of education, government officials, parents, and students. This needs to be done as we recognize many incompatible objectives held by many segments of our pluralistic society.

k. Study the causes of adult illiteracy and in turn try to provide means to reduce adult illiteracy in the future.

l. Study education in other countries to see what we.can learn from successful experience abroad.

2 Q.

A. As you can see, my own priorities overlap to a large extent with those listed above, and I therefore support the statutorily mandated priorities. I will advance them by gathering as much information as I am able; discussing them with the NIE Director, the NIE staff, and other NCER members; and in turn try to reach consensus about what needs to be done.

Follow-up Questions from Senator Lowell Weicker
Page Three

3 Q.

A. I support Secretary Bell's public statements and testimony. In reference to the National Commission on Excellence in Education, please note my enclosed letter to Milton Goldberg about my thoughts presented at one of the hearings of the Commission. In the area of science and mathematics, I support the work of the Commission on Science and Mathematics, and would like to encourage close liaison with the NIE staff. The other ideas seem obvious to me, and things that any organization should automatically do.

4 Q.

A. My answer is "yes" on all three parts.

5 Q.

A. Certainly I pledge to investigate complaints in hiring practices. We certainly want the most competent staff possible. However, we must always bear in mind that a change in administration will automatically usher in different political views which will have broad educational implications. In some cases we can expect some staff members to complain about a change in direction.

6 Q.

A. "Yes" on both counts.

7 Q.

A. "Yes" on both counts.

8 Q.

A.
1. I believe one of the best ways to take trends in the public school system into account is to study the National Assessment results, as mentioned above.
2. Obviously we need to help all Americans to get the best education possible. I believe that Professor Ronald Edmonds and Dr. Lloyd Cook have led the way to provide help for special populations and culturally different individuals very effectively, and we should use their work to guide NCER.

9 Q.

A. 1. Cognitive Processing (Development)

I happen to believe that one of the major goals of education is to help all children to be able to think clearly, accurately, critically, objectively, and independently. I believe that this can be most effectively done by teaching the basic skills more effectively, especially writing, for which all other skills are a prerequisite. For some unknown reason, we in America have not taken writing instruction seriously enough, and I believe it is about time that we do so.

2. Technological Education

An education system should not teach technology; rather, our objectives should make it possible so that all students can understand and manipulate symbols and ideas which are used in science and technology, and, an education system should encourage all students to become sympathetic to new technologies and to become scientifically and technically literate. (See Isaac Asimov on this subject.)

10 Q.

A. I can understand why this is a constant aggravation for competent and incompetent educational researchers who are applying for grants. My own opinion is that this problem can only be ameliorated (not solved) by hiring the most competent NIE staff possible so that they in turn will identify competent reviewers. This will always be a problem for any governmental research organization.

11 Q.

A. I am not prepared to answer this question yet because I believe it needs further study.

Attached: 9 July 1982 letter to Mr. Milton Goldberg

Senator HAWKINS. Thank you so much.

STATEMENT OF DONNA HEARNE, NOMINATED TO BE MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Ms. HEARNE. Madam Chairman, my name is Donna Hearne. I am a graduate of Washington University. I have a degree in elementary education. I have taught in the public schools. I also have five children who are in all different levels of school, from grade school through college, and my husband is head of a history department.

So our entire life has been one involved in education. I also am a business woman. I have six employees. I run a fulltime business. I also have an insurance license and do that on the side.

I have been very concerned about education. Needless to say, having five children, I want the very best for them. I have seen the differences in the years in which I grew up. We do not have what we used to have and I have been very concerned.

I feel that there is a very great need for finding out the reasons why our children are not reading and are not able to do the things that they should be able to do.

I think our Nation has a great challenge. It used to be that in the United States you could get the very best education and you could go on and do virtually anything that you so desired. I feel that today we are shortchanging many of our children by not giving them the very best. I am very interested in providing the very best.

I think the council has a very important role in helping to disseminate across this country information those projects that do work. I would be very interested in serving on the council and helping to encourage those who are struggling on the daily fronts of education by making known some of the successes that have been carried on in other parts of the country.

I think the council has a role in doing this, and as it has been mandated by Congress, I think it has indeed a very responsible role in this. I look forward to serving on the council.

Thank you, Madam Chairman.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

STATEMENT OF DONNA H. HEARNE

FOR

SENATE CONFIRMATION HEARINGS, NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

BACKGROUND:

I have a degree in elementary education from one of America's outstanding liberal arts universities, Washington University. I also spent one year at Carleton College in Northfield, Minnesota. I have in addition some further work towards a masters degree at Washington University.

I was encouraged to go into education by my high school counselor as well as my psychology teacher in my senior year at John Burroughs High School. It was at that time that I caught a glimpse of the wonderful world of helping children and under the direction of a Washington University professor, I was able to become involved in a lot of extra-curricular activities involving children and education.

As the eldest of five children, I grew up in a family that sacrificed a middle-class lifestyle so as to obtain the very best education for us. My husband, who is head of a high school history department, and I have made the same kind of commitment to our five children. Although I have not taught in recent years, I have stayed in touch with children by being involved with the classes of my five children in the capacity of serving on the Mother's Club. In the last year I have been the board member responsible for coordinating the six different classroom mothers and their activities.

I also have a business background, having been in the insurance business the past 14 years. For the last year I have had my own business with as many as six employees at one time.

CONTRIBUTION

I have remained committed to the vision I gained in high school of excellence in education. Because of my training as a classroom teacher as well as all the youth activity I have been involved in, I believe I am very much aware of the needs and concerns of children. Indeed, because of the training I received in both high school and college, I have been able to put into practice what I have learned, not only with my own five children, but in the other areas mentioned above.

My insurance background has taught me a sensitivity to need as well as some practical ways to handle those needs.

My business background has given me the ability to organize my office as well as my life so as to handle many different activities at the same time. It has also emphasized those atributes of accountability, responsibility and patience.

I feel that all these areas of expertise make me well qualified to serve as a commissioner on the National Council on Educational Research.

ROLE OF COUNCIL AND ITS FUTURE

As I see it, the Council is mandated by Congress to help find ways for children to meet their educational needs. I believe that the Council should be committed to the goal of excellence in education. The children of our nation should be the best educated in the world, not only in the basics, but also in the other areas that round our the individual- art, music and drama. I believe that the Council should strive to see to it that the children of our nation have the necessary tools and techniques to carry this out.

As long as there is the mandate from Congress, it is the duty of the Council to find means and ways to best carry out the above goal of excellence in education.

Date: December 1, 8

BIOGRAPHICAL INFORMATION

NAME Donna H. Hearne (Mrs. Mark F.)

CURRENT POSITION : Nominee to the National Institute of Education Commission

BIRTHPLACE & DATE Detroit, Michigan, April 16, 1940

EDUCATION John Burroughs High School, St. Louis
Carleton College, Northfield, Minn
Washington University- B.A. 1962
Washington University Graduate School

PROFESSIONAL EXPERIENCE (Begin with most recent) : Currently, I am employed at making a living in two areas: I maintain my insurance license so as to be able to service my clients and I also own and operate a small business that handles the drivers licenses and automobile licenses and related products for the State of Missouri. Following my college years, I taught at the elementary level of the Ladue School District. I am the mother of 5 children- ages 21 to 9. In between, I have been a housewife and mother.

MEMBERSHIPS (Include dates) : I am a member of the Missouri River Republican Township Organization and also the National Federation of Republican Women. I am also a member of the Daughters of the American Revolution and have served on their board, local and state for the past 6 years. I am currently a board member of the Westminster Christian Academy's Mothers Club.

PUBLICATIONS, AWARDS & HONORS: I have written and published throughout the state of Missouri articles on the American Revolution- 1975-76. I co-authored a book on the Heritage of the Creve Coeur Area. I am currently the editor of a small quarterly newspaper I have served on the Missouri American Revolution Bicentennial Commission and am currently on the St. Louis County Commission on the Control of Obscenity- since 1976.

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

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QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
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   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Donna H. Hearne DATE December 27, 1982

(This is a form you should use in writing your responses to Senator Weicker's questions. Please identify each question before each response.)

1. I support the statutory mandate of NCER to advise the Director and to make general policy for NIE; however, until I am more familiar with all the actual workings of past councils and have studied the specifics of the law more fully, I am unable to set priorities.

2. Again, my lack of specific information on all the workings of NIE and the NCER prevents me from taking a position on something I don't know enough about.

3. I believe Secretary Bell's priorities are important ones, but again because of my newness to NCER, I am not able to comment as to which role NIE should have in each area.

4. I am not familiar with the specifics of the problems mentioned in administering research competitions and would have to have more information to comment.

5. As in the above, I am not familiar with the situation and couldn't honestly comment on it without more information.

6. I support efforts to improve reading comprehension, written composition, problem-solving in mathematics and analytical and creative thinking but am not familiar enough with the specific projects undertaken to make a decision as to the direction of NIE as far as these areas are concerned.

7. Again, I would have to research how this has been done in the past and then base my opinion on what would be the best place to put the proper emphasis.

8 - 11. Until I have more background information I can not give a valid answer to these four questions.

Senator **Hawkins**. Thank you.

STATEMENT OF PENNY PULLEN, NOMINATED TO BE A MEMBER OF THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Ms. **Pullen**. Madam Chairman, my name is Penny Pullen. I am a State legislator from Illinois, currently serving as chairman of the House Executive Committee, and a member of the Rules Committee, and I expect to be entering my fourth term in January.

It has been enjoyable watching the committee this morning, and it is an honor to appear before you as one of President Reagan's nominees.

I believe that there should be more emphasis in educational research on the best means of instructing basic skills, and I hope to bring on a personal basis to the National Council, as an elected official, a sense of accountability to the taxpayers for their best interests in using these precious dollars.

Thank you.

[The prepared statement, biographical sketch, and questions for the nominee with responses follow:]

STATEMENT OF PENNY PULLEN

My name is Penny Pullen. I live in Park Ridge, Illinois, near Chicago, having moved there from a suburb of Buffalo, New York, in 1960.

I am a state legislator, a member of the Illinois House of Representatives, where I am currently serving as chairman of the Executive Committee and a member of the Rules Committee. I expect to be entering my fourth term in January.

Before my first election, I served nine years as legislative aide to various Illinois state legislators, including a gentleman who is now a member of the United States Congress, John Porter.

Between 1967 and 1972, I was a community newspaper reporter in my hometown, assigned chiefly to the elementary and high school boards.

My own education includes a degree from the University of Illinois. I came to U. of I. from a high school system widely recognized as among the finest public high school systems in America, Maine Township High Schools.

It is an honor to appear before the Senate Committee on Labor and Human Resources as one of President Reagan's nominees to the National Council on Educational Research. The President has appointed a distinguished panel of dedicated individuals committed to excellence in the public schools of our nation.

My understanding of the role of the National Council on Educational Research is that it is the policy governing board of the National Institute of Education.

The United States government has a long-standing commitment to the encouragement and financial support of research in the field of education, seeking to better the opportunities of our citizens and to improve society as a whole.

It is the National Institute of Education which administers the government's program of research support and the National Council on Educational Research which provides the priority guidance and direction to N.I.E. in pursuit of its mission.

I hope in my service on N.C.E.R. to ensure the proper use of taxpayers' money in support of research which can enhance academic excellence with an emphasis on teaching basic skills which will equip our children to enter the world of adulthood with maximum opportunity to contribute to society and to succeed.

Date: 11/27/82

BIOGRAPHICAL INFORMATION

NAME	:	Penny Pullen
CURRENT POSITION	:	State Representative, Illinois
BIRTHPLACE & DATE	:	Buffalo, N.Y. March 2, 1947
EDUCATION	:	BA - Communications, University of Illinois
PROFESSIONAL EXPERIENCE (Begin with most recent)	:	State Representative, 1977 - Legislative Assistant, 1968 - 1976 Community Newspaper Reporter & Editorial Asst. 1967-1972 Television Technician (campus) circa 1966 - 1968
MEMBERSHIPS (Include dates)	:	American Legislative Exchange Council 1977 - Board of Directors 1977 - 2nd Vice Chairman 1980 - Education Task Force Chairman 1981 - 1982 American Delegation to Atlantic Alliance of Young Political Leaders Triennial Conference 1977
PUBLICATIONS, AWARDS & HONORS Writer of newspaper columns for Park Ridge HERALD*and for general release** *Your Springfield Report **Capitol Comment	:	George Washington Honor Medal, Freedoms Foundation at Valley Forge Dwight Eisenhower Freedom Medal, Chicago Captive Nations Committee Outstanding Young Person of 1981, Park Ridge Jayce Finalist (one of 10) for OYP of 1981, Illinois JCs Outstanding ALEC Leader, Am.Legis.Exch.Cncl. Outstanding Legislator Awards, Ill. Press Assn., Ill. Hospital Assn., Ill. Assn. of Homes for the Aging, Ill. Health Care Assn., Ill. Coroners Assn., Ill. Podiatry Society, Ill. Assn. of Realtors

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

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Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME Penny Pullen Penny Pullen DATE December 12, 1982

(This is a form you should use in writing your responses to Senator Weicker's questions. Please identify each question before each response.)

1. Yes.
To improve educational opportunities for all citizens and to ensure the proper use of the taxpayers' money.

2. Yes.
By supporting certain policy guidelines which emphasize mandated priorities.

3. Some of them.

"Excellence":	NCER should consider supporting research into the existence or potential of model schools in which children are trained in basic skills in order to prepare for adulthood as literate persons with maximum opportunity.
"Math/Science":	NCER should consider compiling the considerable research already done and supporting research into the developing national consequences of continuing to ignore this field of instruction.
"School teachers":	NCER should consider supporting research testing correlation between teacher professionalism and student performance.
"Dissemination":	NCER should emphasize development of an effective means of communicating research findings to local districts, perhaps through a periodic summary newsletter.

4. I do not have enough personal awareness of the controversies within N.I.E. at this time to respond to this question in a responsible manner. I pledge to do my best to ensure proper use of the taxpayers' money in a fair and equitable way.

5. I pledge to exercise whatever oversight is necessary to ensure effective operation of N.I.E.

6 & 7. Particularly during times of budget constraints, priority must be given statutory mandates. To the extent the cited research fulfills statutory mandates and improves educational opportunities for children, I would support it.

8,9,10, & 11. The guidance should be in accordance with the principles of promoting excellence in education in order to enhance opportunities for all citizens and of safeguarding taxpayers' money. I feel that more specific answers to these questions cannot responsibly be given without more information and background on the issues to which you refer.

ADDITIONAL QUESTIONS PRESENTED TO PENNY PULLEN BY
SENATOR EDWARD M. KENNEDY

1. a. What is your association with the American Legislative Exchange Council?

   b. Please describe the purposes and activities of this organization to the best of your knowledge.

   c. Does the organization attempt to censor literature for the public schools in any way?

2. As a state legislator in Illinois, have you ever proposed legislation which would have the effect of censoring literature available in libraries?

1. a. I am second vice chairman.

   b. The American Legislative Exchange Council is a voluntary association of state legislators and members of Congress who are committed to free enterprise and limited government. It serves as an information exchange through conferences and publications.

   c. No.

2. No.

Penny Pullen

Senator HAWKINS. Thank you so much.

I am very impressed with the quality of the members of the committee present and wish Senator Pell could have heard all of your statements. I am sure he would have shared my deep gratitude for people of your quality. He is doing three or four things, like the rest of us are, today.

We appreciate your dedication to education.

I have some questions for Dr. Roche, who is the chairman-designee of the council. If any of the rest of you wish to catch your airplanes, it is all right if you want to leave. If you want to stay for a few moments, it is all right also. We will leave that up to you.

Dr. Roche, the current issue of "Education Week" carries what is presumably the first in a series of articles that will deal, at least in part, with issues involving NIE. Among other things, the author of the analysis of NIE's short lifespan of less than 10 years suggests that one of the significant problems of effectiveness of the agency stems from questions of governance—that is, who is or should be responsible for the Federal research agenda in education, which so many of these members today have spoken about.

Should it be the council, an independent statutory policy setting body of the institute, or the presidentially appointed agency administrators who, in the past, have largely determined the research priorities and grant awards?

My question is, what do you think the respective roles should be of the council you have been nominated to chair and the administrative staff of the agency in developing an agenda for research in education and establishing the priorities that make up the agenda?

Mr. ROCHE. Senator, as you know, the National Council on Educational Research differs from a number of such appointive councils in that it carries policymaking authority.

However, I believe that in any organizational structure, governmental or otherwise, the role of a trustee body, while it is to set policy, is also to fly wing for—if you will accept the analogy—the director. There has to be a close working relationship between the Institute's overall policy and the actual implementation of that policy.

So I would expect the director to be working closely with us, providing his input as to what we should be exploring—what we determine that policy to be—just as we should be working closely with him not only in establishing that policy but in helping in whatever manner we can to see that the policy, as I said in my opening statement, has the widest possible public dissemination. Dissemination is an area where the council can do a great deal of good because it gives us an opportunity to tell the public about the things which need to be done and to build public enthusiasm which makes these things possible.

Senator HAWKINS. Thank you.

It has been asserted that there is a considerable amount of overlap between the types of research financed by the National Endowment for the Humanities and the grants awards made by NIE. Do you have any observations in this regard at this early date?

Mr. ROCHE. Just that I must plead ignorance. As you mentioned, this is a whole new sweep through, and one of the things that we will have to do is inform ourselves. I think we are all looking forward, subject to confirmation, to the first meeting, when we can begin to find out just where we are and move on from there.

Senator HAWKINS. Yes.

Senator Pell, do you have any questions for the panel?

Senator PELL. Yes; thank you very much. I have one for Dr. Roche.

The New York Times reported last June that you favored abolishing both the NIE and the National Council on Educational Research. Is this a correct portrayal of your views?

Mr. ROCHE. Senator, surely with your political background, I need not tell you that the gap between reporting and reality is rather large in the press on a number of occasions.

Let me describe the circumstances that led to that particular piece in the Times. A lady working for the Times called me in Michigan, identified herself, and asked my views and intentions. I explained, as I just did here, that I was hardly in a position to talk about specific matters until I was fully informed about them. She said, "However, you are a Reagan appointee, aren't you?" I said, "Yes." "And you do intend to support and carry out the intentions of the President in your role there?" I said, "Certainly. I wouldn't accept the position on any other basis, except the basis on which the nomination was offered."

On that basis, and on no other, Senator, the conversation was extrapolated into all sorts of views of mine which, in fact, were never expressed.

Senator PELL. I must ask you then the obvious question, Dr. Roche. Do you now favor the abolition of the NIE?

Mr. ROCHE. I do not see how that would be possible in the present frame of reference. It strikes me, as I said earlier in my opening statement, that there is a perfectly legitimate role for research in this country, because there are serious problems in American education—we have heard some of them discussed in the last few moments in the opening statements here—problems relating to finance, to basic skills, and to teacher qualifications.

One way to get at those problems is to dig deeply for some answers which then can be applied widely across the Nation. I see that as a perfectly legitimate role and a role in which I would be happy to participate.

Senator PELL. Good. I thank you, and I hope, as you move along in this course, you develop an acute case of "turfitis," as you supervise the particular piece of turf that will be your responsibility.

Also, I would ask the chairman here—Madam Chairman, I understand that all the nominees are here with the exception of Mr. Harrison and Mr. Hurwitz. Is that correct?

Senator HAWKINS. Yes.

Senator PELL. Would you agree that, when it comes to reporting them out to the floor, we should have the opportunity to hear from those two before the names are reported?

Senator HAWKINS. Yes, and they probably can call on us, with our busy schedule.

Senator PELL. Thank you very much. I have no further questions.

Senator HAWKINS. Again, I want to commend this committee for their willingness to accept the appointments offered by the President and for your taking the time today, at your own expense, to be with us.

You may be certain that this committee will try to display the same type of dedication in our effort to report you out for confirmation by the Senate.

We will excuse you at this time and call forward the libraries and information science group.

We would like to call to the table President Reagan's nominees for membership on the National Commission on Libraries and Information Science, Mr. John Juergensmeyer of Illinois, Mr. Byron Leeds of New Jersey, Mr. Jerald Newman of New York, and a young lady who came all the way across this great Nation from Los Angeles to be here today, Ms. Julia Li Wu. I met her yesterday.

You are a high school librarian. I thought you were a student.

I congratulate all of you on being nominated by the President for these important assignments. I only regret it was made necessary that you make this appearance before this committee when other members of the commission were confirmed without a formal hearing.

From all I read, we are on the threshold of a revolution in the storage and retrieval of information from the customary bookshelf, some sort of electronic storage. This is a new phenomenon in our society. Ours is an information-based society, a society uniquely dependent upon the codification, storage, and retrieval of information in highly complex ways. Access to that information governs the pace at which new knowledge is absorbed, adjustments are made to new technologies, and solutions are reached to related social, political, and economic problems.

The fact that your nominations are the last to be heard today should in no way be construed as minimizing the extreme importance of your commission.

In the interests of time, we will dispense with the usual introductions and ask that each of you take a few minutes to tell the committee a little bit about yourselves and what you hope to see the commission accomplish.

After you finish, I probably will have a question or two and will entertain questions from other members of the committee who are present.

We also have the same rule, that any of those that would like to ask questions in writing—and we do have some up here from Senator Stafford and maybe some others—ask that you respond as quickly as possible to those after the hearing is concluded.

We will start at my right.

STATEMENT OF BYRON LEEDS, NOMINATED TO BE A MEMBER OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Mr. Leeds. Thank you very much.

My name is Byron Leeds. I hold a BA degree from New York University. My interest in libraries and information science parallels my career pattern for the past 20 years, which began when I founded a computer composition company to supply the needs of the publishing industry.

Major policy decisions and future planning today, more than ever before, will evolve around the current and future technology. The distribution of information stored in our Nation's libraries and its access must be adequate to meet the needs of our population.

How best to fill the requests for education, information, and entertainment is of the utmost importance.

It is an honor for me to be presented with the opportunity to offer my private sector experience to the important programs and questions this commission will be examining.

Thank you.

Senator **HAWKINS**. Thank you very much.

Without objection, your biographical statement will be included in the record at this point.

[The biographical sketch of Mr. Leeds follows:]

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: LEEDS (LAST) BYRON (FIRST) JAY (OTHER)

Position to which nominated: National Commission on Libraries & Information Science

Date of nomination: October 1981

Date of birth: 6 - 9 - 32 (DAY) (MONTH) (YEAR)

Place of birth: Bayonne, NJ

Marital status: Married

Full name of spouse: Helene Von Damm Leeds

Name and ages of children:

Michael 23

Warren 21

Education:

Institution	Dates attended	Degrees received	Dates of degrees
Eastside High School	1946	1950	Diploma
Tulane University	1950	1952	
New York University	1952	1954	B.A.

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

Overseas Service Medal, United States Army

Letter of Commendation , United States Army Europe

Good Conduct Medal

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
Harmonie Club		
New York Composition Assoc.		
Society for Scholarly Publications		
YM-YWHA		
Junior Chamber of Commerce	Vice President	1958
Chamber of Commerce		
New York University Alumni		

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

United States Army 1955-1957
599 Armored Division (Logistics)
Grafco Industries New York
Graphic Arts Sales 1958-1963
Post Graphics, Inc. Partner-Vice President 1963
463 Barell Ave., Carlstadt, NJ - Comic Separations
Publishers Phototype, Inc. Partner-Vice President 1963
463 Barell Ave., Carlstadt, NJ - Computer Typesetting
Publishers Services International - Vice President
2300 N. Street N.W., Washington, DC 1982
WAMM Associates Partner
463 Barell Ave., Carlstadt, NJ Real Estate

Government experience: List any advisory, consultative, honorary or other part-time service or positions with Feder. State, or local governments other than those listed above.

Information Industry Council of the Government Printing Office

Published writings: List the titles, publishers and dates of books, articles, reports or other published materials you have written.

None

Political affiliations and activities: List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

ALT Delegate to Republican Convention 1980

Contribution to Committee to Elect Ronald Reagan

Contribution to Jeff Bell, N.J. Senate Campaign

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

Will continue all present relationships

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

Not applicable

3. Has a commitment been made to you for employment after you leave Federal service?

No

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

No potential conflict of interest exists

Senators HAWKINS. Mr. Juergensmeyer.

STATEMENT OF JOHN JUERGENSMEYER, NOMINATED TO BE A MEMBER OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Mr. JUERGENSMEYER. Thank you very much, Senator.

I am John Juergensmeyer from Illinois. I have a brief statement that I prepared and distributed and also some biographical notes, so I will not go over those in detail.

It is a special honor and a pleasure to be designated as commissioner of the National Commission on Libraries and Information Sciences. Especially in a democratic society, our Government itself is heavily dependent on the free flow of information between citizens and their leaders since the accumulation, storage, and rapid retrieval of information are so essential to our very form of government, libraries, and information services are very, very vital institutions.

The Federal Government role in this, especially, is important when we consider the technological development that is proceeding so rapidly.

Right now, we have the capability technologically that any of us sitting in our home at our television set with a simple keyboard can, if the interconnections are available, not only reach any of the information in our public libraries, but we could reach the automated data bases of any private or public organization.

So, with all of this information literally at our fingertips, the question is, how is Government going to respond to this challenge? How is Government going to be involved in providing this access, and how will Government inevitably be drawn into the regulation of it, and what will our policy response be in this circumstance?

So it is an exciting time to be in information sciences and especially to be with the National Commission.

My own background, as I said, I have distributed. I am one of three American Library Association Endowment Trustees. I serve as the attorney for the Illinois Library Association and also the Illinois State Librarian. I have represented several dozen libraries as their attorney and several systems as well. I have served as the Illinois State Bar Association local government chairman and also the Chicago Bar Association local government chairman, and I have written a number of books and articles in this area, most recently editing the Illinois State Librarians' volume on library laws and also the Illinois Institute for Continuing Legal Education handbook on special districts.

I serve as a professor of constitutional law and political science at Judson College in Elgin, and I have also served as special assistant attorney general.

So I am looking forward with special pleasure in serving as Commissioner of the National Commission on Libraries and Information Sciences.

Thank you, Senator.

Senator HAWKINS. Thank you very much.

Without objection, your statement and biographical sheet will be included in the record at this point.

[The prepared statement and biographical sketch of Mr. Juergensmeyer follow:]

STATEMENT OF JOHN E. JUERGENSMEYER
Commissioner-Designate,
NATIONAL COMMISSTION ON LIBRARIES AND
INFORMATION SCIENCE

UNITED STATES SENATE

COMMITTEE ON LABOR AND HUMAN RESOURCES

December 9, 1982

It is a special honor and pleasure to be designated as Commissioner of the National Commission on Libraries and Information Science.

In a democratic society, the fundamental basis of our system of government relys on the quality, accuracy and comprehensiveness of the information on which our people make their decisions. The continued existence of democratic government itself depends upon the zealousness with which we safeguard the information flow process. I believe that it is entirely fitting and appropriate that the Federal government should be aware of important policy issues in this process, and that the President and the Congress have the best possible impartial study and evaluation of these issues.

NCLIS, from my review of its work in the ten years of its existence, and from my sitting as an observer in its Commission meetings during this past year, is an important agent in informing the President and Congress on these vital issues. My special interest in this field is the question of public access to automated data bases. Technologically, we have the capability of a system by which any private citizen at his home TV set, with a simple keyboard and appropriate interconnections, could have access not only to the information of his local library, but to virtually any computer data base anywhere in the world. The implications of this type of publicly available information are enormous for government--and for every aspect of society. The proper role of the government and governmental institutions in encouraging and promoting such access is a major policy question. The problems implicit in governmental regulation of such access are enormous.

This is only one aspect of the many issues with which NCLIS will be dealing. My background in relating to these matters has, I understand, been furnished to the Committee in biographical summary. Some of the aspects of my background especially relevant to this position include: serving as one of the three American Library Association Endowment Trustees; serving as attorney for the Illinois Library Association and the Illinois State Librarian; and representating as attorney several dozen different municipal, township, and district libraries, and cooperative library systems, in Illinois and elsewhere. I have also served as chairman of the Illinois State Bar Association Local Government Section and Chairman of the Chicago Bar Association Local Government Law Committee. I have been the author of numerous publications, including the Illinois Secretary of State's 1982 edition of "State and Federal Library Laws"; a section of the Illinois Institute for Continuing Legal Education "Special District" handbook and Lectures; and many other publications. I also serve as Professor of Constitutional Law and Political Science at Judson College, in Elgin, Illinois.

I look forward to serving my fellow citizens as Commissioner of the National Commission on Libraries and Information Science.

Respectfully Submitted,

John E. Juergensmeyer, Ph.D., J.D.

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: Juergensmeyer (LAST) John (FIRST) Eli (MIDDLE)

Position to which nominated: Commissioner-National Commission on Libraries and Information Science

Date of nomination: August, 1972

Date of birth: 14 (DAY) 05 (MONTH) 34 (YEAR)

Place of birth: Stewardson, Illinois

Marital status: Married

Full name of spouse: Elizabeth Ann Bogart Juergensmeyer

Name and ages of children:
Margaret Ann Juergensmeyer, age 13
Frances Elizabeth Juergensmeyer, age 11

Education:

Institution	Dates attended	Degrees received	Dates of degrees
College of Law University of Illinois	1/61-9/63	1963	J.D.
Princeton University Graduate College	9/55-6/58	1958 1960	M.A. Ph.D.
University of Illinois	9/51-9/55	1955	A.B.
Carlinville Community High School	9/47-6/51	1951	Diploma

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

See attached biography (Schedule A)

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
See attached biography (Schedule A) Those organizational affiliations which I plan to continue during the term of my appointment are noted with an asterisk.		

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

1964-present-Juergensmeyer Law Offices (and predecessor partnerships with self as senior partner), 707A Davis Road, Elgin, IL 60120, attorney.

1963-present-Judson College, 1151 N. State St., Elgin, IL 60120, associate professor of political science (part-time).

9/63-9/64-Kirkland, Brady, McQueen, Martin & Schnell, 80 South Grove Ave., Elgin, IL 60120, attorney.

9/59-6/60-University of Hawaii, Department of General Services, Honolulu, Hawaii 96822, political science lecturer (part-time).

1/61-9/63-University of Illinois Extension Division, Urbana, Illinois 61801

9/52-6/55-University of Illinois, University Library, Urbana, Illinois 61801 part-time student.

Government experience: List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Assistant Public Defender, Kane County, Illinois

Assistant State's Attorney, Kane County, Illinois

Special Assistant Attorney General, State of Illinois

Published writings: List the titles, publishers and dates of books, articles, reports or other published materials you have written.

See attached biography (Schedule A.)

Political affiliations and activities: List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

See attached biography (Schedule A)

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

No-NCLIS is a voluntary, unreimbursed position.

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

N/A

3. Has a commitment been made to you for employment after you leave Federal service?

N/A

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes.

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

I represent a number of public libraries as clients. However, I see no conflict of interest, and if any should appear, I would resign.

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None.

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

No paid lobbying activities.

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

I see none. However, if any presented, I would resign.

JUERGENSMEYER AND ASSOCIATES
ATTORNEYS AT LAW
707-A DAVIS ROAD (I-90 FRONTAGE ROAD)
ELGIN, ILLINOIS 60120
(312) 695-9800, 888-1962

ATTORNEYS
JOHN E. JUERGENSMEYER
DOREEN H. WENER

CHICAGO OFFICE
77 WEST WASHINGTON
TELEPHONE (312) 332-1114
CABLE: JUERLAW, CHICAGO

BIOGRAPHICAL NOTES

JOHN E. JUERGENSMEYER

SUMMARY: John E. Juergensmeyer is a lawyer with offices in Elgin and Chicago. He has served as Chairman of the Illinois and Chicago Bar Associations' Local Government Law Committees, and has written and lectured extensively for numerous professional associations and was recently appointed to the National Commission on Libraries and Information Sciences by President Reagan. Dr. Juergensmeyer is Professor of Constitutional Law and Political Science at Judson College, Elgin, Illinois, and has served on the teaching faculty of the University of Illinois, Northern Illinois University, and the University of Hawaii, and has written numerous monographs and articles for legal and professional periodicals. He serves as Assistant Attorney General for the State of Illinois, and has served as both Assistant State's Attorney and Public Defender for Kane County.

John is past Chairman of the Republican Party in Kane County. He is very active in local civic organizations, including service as a leader of local Rotary, Jaycee, Boy Scouts, Salvation Army, Methodist Church and other groups, and has been involved in "Refusenik" and conservation activities. He has been a director of a major local bank and has active business and real estate interests as well. He served with the United States Air Force Intelligence Service in the Far East, leaving as a Reserve Captain.

Dr. Elizabeth Juergensmeyer, his wife, is Professor of Developmental Biology and Chairman of the Science-Math Division at Judson College, where she was recently elected Faculty Moderator. Their daughters, Margaret Ann, age 13, and Frances Elizabeth, age 11, share their outdoor hobbies and activities.

Birth:	Stewardson, Illinois, May 14, 1934.
Education:	University of Illinois, College of Law, J.D. (L.L.B.) 1963. Princeton University, M.A., 1957; Ph.D. 1960. University of Illinois, B.A., 1955. Palmyra, Illinois, and Carlinville, Illinois Public Schools.

* Continuing Affiliations

Schedule A.

	* Admitted to the Bar, State of Illinois, 1963; U.S. District Court and Court of Appeals, 1964; U.S. Court of Appeals, Seventh Circuit, 1965; U.S. Supreme Court, 1968; U.S. Tax Court, 1970; U.S. Court of Claims, 1975.
Professional:	* Juergensmeyer and Associates, Attorneys at Law, Elgin and Chicago, 1964-present.
Academic:	* Professor of Constitutional Law and Political Science, Judson College, Elgin, Illinois, 1963-present.
Public Service:	* Special Assistant Attorney General, State of Illinois, 1978-present. Hearing Officer, Illinois Pollution Control Board, 1971-1974 (occasional). * Arbitrator, American Arbitration Association. Commissioner, City of Elgin Economic Development Commission, 1971-80. * Lecturer, Illinois Institute for Continuing Legal Education, Illinois State Bar Association, 1972-present (Local Government, Real Estate, Trial Practice, and Law Office Management).
Past Career:	Assistant State's Attorney, Kane County, 1977-78. Public Defender, Assistant, Kane County, 1964-67. Associate Lawyer, Kirkland, Brady, McQueen, Martin, & Schnell, 1963-64. Lecturer in the Law of Business Management, Northern Illinois University Graduate School (Extension) 1969-70. Lecturer in Political Science, University of Illinois, Extension Division, 1962-63. Instructor in American Government, University of Hawaii, College of General Studies, 1959-60. Committee for Modern Courts in Illinois, Field Assistant, 1962. Volunteers for Witwer for U.S. Senator from Illinois, Campaign Assistant, 1960. People-to-People Program, Field Assistant, 1961-63.
Military:	U.S. Air Force Intelligence Service Officer, 1958-60 (Japan, Formosa, Hawaii, and throughout Asia). U.S. Air Force Reserve, 1955-58, 1960-68 (Reserve Captain).
Publications:	"Common Problems of Special Districts," IICLE, 1982. "Special Taxing Districts: Coming or Going?," 11 *Univ. of Richmond L. Rev.*, 87 (1976).

"Future Development of Special Districts," Special Districts and Other Non-Municipal Local Governments in Illinois, R. Marlin Smith and Clifford L. Weaver, Editors, Illinois Institute for Continuing Legal Education, Springfield, Illinois (1977).

"The Generation Gap," Law and Order (1969).

"Practical Considerations in Applying Jeffersonian Democracy to Non-European Cultures", a paper presented to the Chicago Area Conference for the Study of Political Thought, Loyola University (1979).

"The President, The Foundations, and the People-to-People Program" Bobbs-Merrill (1965).

"The Campaign for the 1954 Reapportionment Amendment," University of Illinois Institute of Government, (1956).

"Democracy's Diplomacy, the People-to-People Program," Ph.D. Dissertion, Princeton University (1960).

Numerous articles in legal, academic and popular periodicals.

Professional Organizations:

* Bar Associations: Illinois State Bar Association (Local Government Law Section, 1977-78, and Newsletter Editor, 1973-77; Seminar on Law in the Soviet Union, Moscow and Lenningrad, USSR, 1979); Chicago Bar Association, (Chairman, Local Government Law Committee, 1975-76); Kane County Bar Association (Chairman, Legislative Committee, 1974); Elgin Bar Association (Chairman, Legal Aid, 1964-67); American Bar Association (Local Government Law Section, Special Taxing Districts Committee, 1978-present); American Trial Lawyers' Association; Federal Bar Association, Seventh Circuit (Membership Committee); Northwest Suburban Bar Association.

* American Political Science Association (Panel Speaker, 1960 Convention; member of Traveling Seminar on African Politics, 1966); Midwest Political Science Association; Illinois Political Science Association.

* Commissioner Designate, National Commission on Libraries and Information Sciences.

Business and Civic Organizations and Honors:

Director, Elgin National Bank, 1979-1982.

* Trustee, American Library Association Endowment Fund, 1978-present.

Kane County Republican Central Committee, Chairman, (1978-80).

* Elgin Rotary, 1967-present (President, 1977-78)

* Elgin Salvation Army Advisory Board, 1965-present; (President, 1973-74).

• Two Rivers Council, Boy Scouts of America, Executive Board Member, 1976-present; Chairman, Hiawatha District, 1977-78.
• National Eagle Scout Association.
Elgin Family Service Association (Board of Trustees, 1965-72; Vice President, 1967-71).
• United Methodist Church, Elgin District (Board of Education; Vice Chairman, Commission on Higher Education and other committees); Grace Methodist Church, Past Lay Leader.
Community Crisis Center, Board Member, 1976-77.
Elgin Jaycees (Legal Counsel and Board of Directors, 1965-71; "Outstanding Young Man," 1967; First Vice President, 1968-69; Chairman and Attorney, Anti-Pollution Committee).
Heart Fund, Certificate of Merit, 1971.
"Echo" Award, Defenders of the Fox River, Inc., 1971.
• Union League Club of Chicago, 1969-present.
The Wesley Foundation Corporation, University of Illinois (Board Member, 1971-75).
• Elgin B.P.O.E.; AF & AM; Shrine; Y.M.C.A.; Izaak Walton League.
Lloyd Morey Scholarship Fund (Secretary).
Illinois Citizens Concerned for Life (State Board of Directors, 1973-74).
Illinois State Youth Commission, Advisory Board and Big Brothers-Sisters Association, 1964-68.
Illinois Juvenile Officers Association, 1963 Award Plaque.
Illinois Youth Commission, Certificate of Recognition, 1967.
Phi Beta Kappa.
Phi Alpha Delta Legal Fraternity (Outstanding Service Award, 1963).
Alpha Kappa Lambda (Leadership Award).
Military Commendation Letters and Outstanding Unit Award.
U.S. Air Force Outstanding Unit Award, 1960.
Merrill Foundation and University Fellow, Princeton.
Governor's Advisory Council, 1969-72.
• Kane County Republican Central Committee, Executive Committee, 1975-present.
Alternate Delegate, Republican National Convention, 1976.
Elgin Young Republicans (President, 1966-77); Delegate to Second Circuit Supreme and Appellate Court Nominating Conventions.
New Generation for Nixon, 1968, 15th Congressional District (Chairman); and numerous other Republican election and nomination campaign posititons.

	* Republican Committeeman, Elgin Precinct 30, 1973-present. * Camp Fire Girls, Board of Directors, WaKiYa Council, 1978-79. * Senator Charles H. Percy's Advisory Council, 1976-present. * Who's Who in American Law, 2nd Edition. * Who's Who in the Midwest, 1976-79. * Aircraft Owners and Pilots Association.
Family:	* Married to Elizabeth Ann Bogart of Corvallis, Oregon, on September 10, 1963. (Dr. Elizabeth Juergensmeyer is a Biology Professor and Chairman of the Science-Math Division at Judson College, Elgin, Illinois). * Margaret Ann Juergensmeyer, born July 12, 1969, daughter. * Frances Elizabeth Juergensmeyer, born June 30, 1971, daughter.
Home Address:	401 Hazel Drive, Elgin, Illinois 60120. Telephones: (312) 695-9800 (Elgin office); (312) 332-1114 (Chicago office); (312) 888-1982 (private Elgin office); (312) 742-7722 (residence).
Hobbies:	* Golf, scuba diving, hunting, skiing, travel, flying.

Senator HAWKINS. Ms. Wu.

STATEMENT OF JULIA LI WU, NOMINATED TO BE A MEMBER OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Ms. WU. Madam Chairman, I am Julia Wu.

Before I start, I have a couple of apologies to make. You may find me speaking with my nose, because I have brought a California cold, but do not be alarmed; it is not the Medfly.

Second, since it is a brand new experience to appear before the Senate committee, you may find my voice shaking a little bit.

Senator HAWKINS. I understand. Libraries urge all of us to speak in a soft voice.

Ms. WU. Thank you.

I feel greatly honored to be nominated by President Reagan to the National Commission on Libraries and Information Science. As a first-generation American, I feel extremely fortunate and grateful for getting this opportunity to serve the library and information community and the American people.

Library information needs have become an indispensable part of our daily life, socially, educationally, and economically. The National Commission, which is charged with the responsibility of advising the President and the Congress to develop policies to meet these needs, has an extremely important role to play.

Based on its primary goal of providing equal opportunity of access to information to all Americans regardless of age, sex, ethnic background, profession, and the area of residence, the National Commission has been carrying on its mandate productively and cost-effectively.

At the Federal level, the National Commission has assisted Congress in developing library legislation, served as resident expert to other agencies within the executive and the legislative branches, such as OMB and GPO, assisted in implementing the Paperwork Reduction Act and working toward effective management of information dissemination, has opened channels of communication between public and private sectors, and coordinated activities in resource sharing and cooperative programs.

At the State and local level, the National Commission has worked closely with the library and education agencies at all levels, library and information communities in both the public and private sectors, and provided a forum for them to work together to identify problems, assess needs, and recommend solutions.

The White House Conference on Library Information Services and the task forces established by the National Commission are good examples.

In the upcoming years, the Commission will continue its efforts in the area of increasing library information productivity and use by technology, evaluating and improving library information services to the aged, to cultural minorities, and in rural areas, developing specifications for library legislation and new plans to meet the changing library and information needs, as well as taking an active role in international information policies by advising the Department of State and other agencies on the international information issues and policy.

The role and mission of the National Commission on Libraries and Information Science are important, challenging, and boundless. I look forward with enthusiasm to serving on the National Commission on Libraries and Information Science.

Thank you.

Senator HAWKINS. Thank you so much.

Without objection, your full statement and biographical sheet will be included in the record at this point.

[The prepared statement and biographical sketch of Ms. Wu follow:]

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

I'm Julia Wu, educator and school librarian from Los Angeles, California. I feel not only greatly honored to be nominated by President Reagan to NCLIS but also grateful for the opportunity to serve the library and information community and the American people.

Library and information needs have become an indispensable part of our daily life, socially, educationally and economically. NCLIS is charged with the responsibility of advising the President and Congress in developing policies to meet these needs and has an extremely important role to play.

Based on its primary goal of providing equal opportunity of access to information to all Americans regardless of age, sex, ethnic background, professions, and areas of residence, NCLIS has been carrying on its mandate productively and cost-effectively.

At the Federal level NCLIS has assisted Congress in developing library legislation, served as resident-expert agency to other agencies within the Executive and Legislative Branches (such as OMB and GPO), assisted in implementing the Paperwork Reduction Act, and effective management of information dissemination, opened channels of communications between public and private sector, and coordinated activities in resource sharing and cooperative programs.

At the state and local level, NCLIS has worked closely with the library and eduction agencies at all levels, library and information communities in both public and private sectors and provided a forum for them to identify problem, assess needs and recommended solutions. The White House Conference on Library and Information Services and the different task forces established by NCLIS are good examples.

In the upcoming year, NCLIS will continue its efforts in the area of increasing information productivity by technology, evaluating and improving library and information services to the aged and in rural areas, developing new library legislation and new plans to meet the changing library and information needs, as well as taking an active international role by advising the Department of State on international information issues and policies.

The role and mission of NCLIS are important challenges and boundless. I look forward to serving on the Commission.

I will be happy to answer any questions.

9 December 1982

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: Wu (LAST) Julia (FIRST) Li (OTHER)

Position to which nominated: Member National Commission on Libraries and Information Science

Date of nomination: Nov.5, 1981

Date of birth: 2 (DAY) July (MONTH) 1936 (YEAR)

Place of birth: Nankin, China

Marital status: Married

Full name of spouse: Alfred Y. Wu

Name and ages of children:

Alexander A.	18	
Kelly K.	13	
Julius J.	11	

Education:

Institution	Dates attended	Degrees received	Dates of degrees
School of Education Calif. State Univ. of L. A.	1975 - 6	M. A.	12/76
School of Library Science Immaculate Heart College,LA.	1959 - 62	M. A.	6/62
National Taiwan Normal Univ. Taipei, Taiwan	1953 -58	B. A.	6/58

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

1973-78 Serving on the National Commission on Libraries and Information Science

1980-82 Serving on NCLIS Task Force on Cultural Minority Library & Information Needs

1977 Recepient of Outstanding Service Award, California Chapter of Special Library Assn.

1973-5 Serving on Asian American Education Commission, Los Angeles City Board of Education

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
Los Angeles Lodge Chinese American Citizen Alliance	Board	1982-
Committee to Conserve Chinese Culture Southern Calif.	Board	1979-81
Southern Calif. Chinese American Parent Teacher Assn.	Board	1980 -
Indo-Chinese Project Chinatown Service Center	Advisory Board	1980 - 81
Los Angeles School Librarian Assn.	Member	1969 -
California Teachers' Assn.	Member	1972 -

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

Head Librarian, Virgil Jr. High School, Los Angeles Unified School District 1969 -

Professor, English Department, Los Angeles City College, 1972 - part time

Coordinator, Indochinese Refugee Children Assistance Program, Los Angeles Unified School District 1980

West Coast Correspondent, Chinese Branch, Voice of America, U.S.I.A. 1961-69 part time

Assistant Institutions Librarian, Los Angeles County Public Library, 1961-69

Administrative Assistance, Minister of Education, Taiwan, R. O. C. 1957 - 9

Government experience: List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Member,National Commission on Libraries & Information Science
1973-78

Member, Human Committee, California School Librarians' Assn.
1970-2

Member, Task Force, Cultural Minority Library Needs, NCLIS,
1980-81

Published writings: List the titles, publishers and dates of books, articles, reports or other published materials you have written.

"The Future Role of Chinese American Librarians from the View point of a National Library Program Planner." pub. in Journal of Library and Information Science. April, 1979

"School Library Cooperation Program in Los Angeles City Schools: a Thesis Proposal, 1976

" What is Your Program in Library Profession?" pub. in School Library Journal March, 1974

" Dragon Boat Festival s bilingual book pub. by Los Angeles Unified Schools District, K.E.Y.S. Project

Little May's Family a bilingual bi-culture book published by L. A. U. S. D.

Bibliography On Asian American Culture pub. by L.A.U.S.D.

Political affiliations and activities: List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

California Republican Party 1981 -

California Republican Heritage Council

AsiansAmericans for Reagan Committee

March Fong Eu for Secretary Committee _ Calif.

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

Member of NCLIS is only a voluntary advisory position to the President & Congress instead of a full time federal position.

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

(No.) Based on the foregoing statement questions 1, 2, 3 do not apply.

3. Has a commitment been made to you for employment after you leave Federal service?

No.

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes, I intend to serve the full term.

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None.

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conflicts of interest with the position to which you have been nominated.

None.

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None.

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None.

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

None.

STATEMENT OF JERALD NEWMAN, NOMINATED TO BE A MEMBER OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Mr. NEWMAN. Senator Hawkins, it is a pleasure to appear before you and your subcommittee.

Senator HAWKINS. Thank you.

Mr. NEWMAN. It has often been said, to be last is to be best, but to be the last of the last—I have not figured out what that means yet.

It is an honor and a pleasure to have been nominated by President Reagan and to appear before you concerning my confirmation as a Commissioner of the National Commission on Libraries and Information Science.

Based on my background in the information sciences and the academic world, I believe that I will be able to ably serve the Commission in meeting its mission and national goals in accordance with the laws laid down by the Congress of the United States.

Having grown up in New York City, I am keenly aware of the services and educational opportunities provided by a system of libraries. As a matter of fact, from my earliest days as a reader, every week I would always take out the maximum allowable four books from my local library.

The interrelationship of communications and information in this electronic and computer age make it more important than ever that there be a National Commission on Libraries and Information Science to play an important part in the coordination of national policy and to promote cooperation and improvement in the dissemination of Federal information to all sectors of our society where it would be useful.

I look forward with great enthusiasm to serving and meeting the goals of this commission.

Thank you.

Senator HAWKINS. Thank you very much.

Without objection, your resume will be included in the record at this point, together with your biographical statement.

[The biographical sketch of Mr. Newman follow:]

RESUME

Name: JERALD CONWAY NEWMAN
Address: 63 Captain's Road
North Woodmere, NY 11581
Telephone: (516) 791-4332
(516) 791-3472

Date of Birth: January 10, 1932
Marital Status: Married, 3 Children
Citizenship: U.S.A.

BUSINESS EXPERIENCE

1982 - Present

BOWERY SAVINGS BANK, New York, N.Y.
5th largest savings bank in the United States with approximately $5 billion in assets, 26 branches, and 1300 employees.

President, Chief Administrative Officer & Trustee with responsibility for all banking functions.

1973 - 1982

BANK LEUMI TRUST COMPANY OF NEW YORK, New York, N.Y.
84th largest commercial bank in the United States with over $2 billion in assets and 25 branches.

Since 1976, Executive Vice President responsible for branches, lending activity, real estate, trust, marketing, institutional, business development & installment loan departments. Expanded the bank from 3 Manhattan-based branches ($320 million assets) to current size in metropolitan New York and Long Island. Responsible for acquisition activities, new products, strategic planning and execution.

Until 1976, served as Executive Vice President & Comptroller (Chief Financial Officer) responsible for all financial activities, in addition to marketing and personnel departments.

1966 - 1973

NATIONAL BANK OF NORTH AMERICA, New York, N.Y.
36th largest commercial bank in the United States with $4 billion in assets, 150 branches, and 5,000 employees.

In March 1973, assumed the additional responsibilities of Director of Personnel responsible for all personnel activities including recruiting, training and development, employee relations, wage and salary administration, and security. These departments had a total staff of 200 employees.

In 1970, promoted to Vice President & Assistant to the President responsible for the coordination of all administrative activites for the President, including personnel, expense control, operations and Government relations. In addition, since May 1971, directly supervised 250 employees in the Administrative Services Division. Directed acquisition teams on three bank mergers.

In 1967, promoted to Vice President-Personnel responsible for the direction of 130 employees in the following departments: organization planning, recruiting, wage & salary administration,

BUSINESS EXPERIENCE (cont'd.)

	security, medical, fringe benefits, and payroll. Established the organization & manpower planning and security departments.
	From 1966 to 1967, Assistant Vice President-Corporate Research & Planning; directed merger team in the acquisition of a $400 million bank, Prepared major economic, market and systems policy studies for bank management.
1965 - 1966	S. KLEIN DEPARTMENT STORES, INC., Director-Systems, Programming & Research. Responsible for the direction of corporate departments concerned with computer systems, operations, research, programming and manual methods. Corporate sales of $200 million annually generated by 13 department stores.
1960 - 1965	R. H. MACY & COMPANY-Bamberger's Division. Manager-Methods & Systems Department. Established the department and responsible for the activities of systems analysts and staff personnel.
1958 - 1960	CBS, INC., Systems Consultant. Engaged in policy studies, management audits, cost reduction studies and systems consulting for eight operating divisions.
1956 - 1958	U.S. ARMY SIGNAL CORPS. Management Analyst by direct commission (First Lieutenant). Ordered to active duty as a critical specialist. Served as Consultant to the Commanding Officer at the Lexington Signal Depot, Kentucky. Awarded Commendation Medal by the Secretary of the Army for activities in manpower development. Also received two Department of the Army awards for cost reduction.
1950 - 1956	FEDERAL WATCH CRYSTAL COMPANY, INC., Marketing Executive. Responsible for marketing programs, sales administration and training.

EDUCATION

1967 - Present	Adjunct Professor of Business Administration - Graduate School of Business, Long Island University, C. W. Post Center, Greenvale, NY. Instruct advanced courses in Business Policies, Computer Science and Management Information Systems, Government Regulations, Organization and Communications.
1972	Delta Mu Delta Gold Key, Long Island University, Roth Graduate School of Business Award for excellence in management.
1959 - 1970	Various IBM Customer Executive Seminars and Programs.
1954 - 1962	Ph.D. Program, Graduate School of Business, New York University. Completed major concentration requirements in Management and Organization, Political Economy, History of Economic Thought and Finance.
1961	Mu Gamma Tau Gold Key, Management Honor Society, New York University Alumni Award.
1957	University of Toledo - U.S. Army Financial Management Program.
1954	M.B.A. Management, Graduate School of Business, New York University
1953	B.S. Management, Minor in Marketing, School of Commerce, New York University. Academic and extracurricular honors.

OTHER OUTSIDE ACTIVITIES

1982	Appointed Civilian Aide to the Secretary of the Army.
1982	Nominated by President Reagan to serve as a member of the National Commission on Libraries & Information Sciences for a five-year term.
1980	Awarded University Medal by State University of New York at Stony Brook for distinguished service.
1980	Member-U.S. Army Advisory Panel on ROTC Affairs and Consultant to Secretary of the Army
1978	Consultant to Guatemalan Development Bank on banking, marketing and organization.
1974 - Present	Member-Associate Board of Trustees, Brookdale Hospital Medical Center, Brooklyn, NY
1976 - Present	Member-Board of Managers, Nassau County Medical Center East Meadow, NY; Chairman-Finance Committee
1970 - 1980	Stony Brook Council Member, State University of New York at Stony Brook, Stony Brook, NY. Appointed by Governors Rockefeller and Wilson.
1976 - 1979	President-Association of Council Members and College Trustees, State University of New York.
1976 - 1978	Director - Institute of International Business, Long Island University
1972 - 1976	Trustee - Hillside Psychiatric Hospital Foundation
1975	Management Consultant - Nassau County, NY and other arms of municipal government.
1972 - 1974	Consultant to Secretary of Health, Education and Welfare on matters of higher education and civil rights.
1974	Guest Lecturer - M.B.A. Program, U.S. Military Academy at West Point
1971 - 1973	Member-Board of Trustees, American Institute of Banking, NY Chapter
1971 - 1973	Director - Long Island Division of Leukemia Society of America
1972	Attendee - White House Conference on The Industrial World Ahead
1966 - 1971	Seminar Chairman & Guest Lecturer - American Management Association
1967 - 1968	Finance Chairman - Five Town Area Boy Scouts of America
1963 - 1964	President - Community Civic Association, Five Towns Area, Long Island, New York

PUBLISHED WORKS

"Can Oil & Water Mix?" - Pine Hill Printery

"Should The Closed Shop Provisions of the Taft Hartley Act Be Amended?" - New York University

STATEMENT FOR COMPLETION BY PRESIDENTIAL NOMINEES

PART I: ALL THE INFORMATION IN THIS PART WILL BE MADE PUBLIC

Name: NEWMAN (LAST) JERALD (FIRST) CONWAY (OTHER)

Position to which nominated: Commissioner - National Commission on Libraries & Information Science

Date of nomination: November, 1981

Date of birth: 10 (DAY) Jan. (MONTH) 1932 (YEAR)

Place of birth: New York, N.Y.

Marital status: Marries

Full name of spouse: Joyce Weinberg Newman

Name and ages of children:
Pamela - 23
David — 21
Vanessa- 17

Education:

Institution	Dates attended	Degrees received	Dates of degrees
N.Y. University	9/54 - 6/60	-----	-----
N.Y. University	9/53 - 8/54	M.B.A.	10/54
N.Y. University	9/49 - 6/53	B.S.	6/53

Honors and awards: List below all scholarships, fellowships, honorary degrees, military medals, honorary society memberships, and any other special recognitions for outstanding service or achievement.

University Medal - State University of New York (Stony Brook)

Delta Mu Delta - Gold Key in Management - Long Island University

Mu Gamma Tau - Gold Key in Management - N.Y. University

Commendation Medal - Secretary of the Army

Memberships: List below all memberships and offices held in professional, fraternal, business, scholarly, civic, charitable and other organizations for the last five years and any other prior memberships or offices you consider relevant.

Organization	Office held (if any)	Dates
Assoc. of Council Members & College Trustees	President	1976 - 1979
State Univ. of New York at Stony Brook	Council Member	1970 - 1980
Brookdale Medical Center	Director	1974 - Present
Nassau County Medical Ctr.	Bd. of Managers	1976 - Present

Employment record: List below all positions held since college, including the title or description of job, name of employer, location of work, and dates of inclusive employment.

From	To	Name & Address of Employer	Job Description
7/73	Pres.	Bank Leumi Trust Company of N.Y. 579 Fifth Avenue, NYC, NY	Exec. Vice President
6/66	7/73	National Bank of North America 44 Wall Street, NYC, NY	Vice President
4/65	5/66	S. Klein Dept. Stores Union Square, NYC, NY	Director - Systems & Procedures
1960	4/65	Bambergers Dept. Stores Market Street, Newark, N.J.	Manager
1958	1960	C.B.S. Inc. 485 Madison Ave., NYC, NY	Systems
6/56	8/58	U.S. Army - Lexington Signal Depot Lexington, Kentucky	First Lieutenant
6/53	6/56	Federal Watch Crystal Company 129 Fulton Street, NY, NY	Marketing

Government experience: List any advisory, consultative, honorary or other part-time service or positions with Federal, State, or local governments other than those listed above.

Management Consultant to Nassau County - 1975

Management Consultant to Town of Hempstead - 1964-1967

U.S. Army Advisory Panel on ROTC Affairs - 1980-Present

Aide to Secretary of the Army - 1982-Present

Consultant - Dept. of Health, Education & Welfare on Higher Education & Civil Rights - 1972-1974

Attendee - White House Conference on the Industrial World Ahead - 1972

Published writings: List the titles, publishers and dates of books, articles, reports or other published materials you have written.

Can Oil & Water Mix? - Pine Hill Press - 1976

Political affiliations and activities: List all memberships and offices held in or financial contributions and services rendered to all political parties or election committees during the last five years.

Co-Chairman/New York State Coalition for Reagan-Bush - 1980

Member - Nassau County Republican Committee

Contributions: D'Amato for U.S. Senate

Republican National Committee

Friends for Dunne (N.Y. State Senator)

Future employment relationships:

1. Indicate whether you will sever all connections with your present employer, business firm, association or organization if you are confirmed by the Senate.

No

2. State whether you have any plans after completing government service to resume employment, affiliation or practice with your previous employer, business firm, association or organization.

See #1

3. Has a commitment been made to you for employment after you leave Federal service?

No

4. Do you intend to serve the full term for which you have been appointed or until the next Presidential election, whichever is applicable?

Yes

Potential conflicts of interest:

1. Describe any financial arrangements, deferred compensation agreements or other continuing financial, business or professional dealings with business associates, clients or customers who will be affected by policies which you will influence in the position to which you have been nominated.

None

2. List any investments, obligations, liabilities, or other financial relationships which constitute potential conficts of interest with the position to which you have been nominated.

None

3. Describe any business relationship, dealing or financial transaction which you have had during the last five years whether for yourself, on behalf of a client, or acting as an agent, that constitutes a potential conflict of interest with the position to which you have been nominated.

None

4. List any lobbying activity during the past 10 years in which you have engaged for the purpose of directly or indirectly influencing the passage, defeat or modification of any Federal legislation or of affecting the administration and execution of Federal law or policy.

None

5. Explain how you will resolve any potential conflict of interest that may be disclosed by your responses to the above items.

Not Applicable

Senator HAWKINS. The question I would like for each of you to comment briefly on is, how do you see the microprocessor and other electronic instruments changing the way we normally operate libraries and information services? Starting with you, Mr. Leeds.

Mr. LEEDS. Thank you.

The microprocessor and technology as it exists today in its application to the future would greatly enhance storage of information in the library systems and its access through the home computer, possibly to regional libraries throughout the country, making the library a community center with the capability for local distribution.

I will try to make it very brief. It is not inconceivable to see a situation where data would be able to be retrieved from the home through, possibly, some cable or private sector application, and I would certainly see that happen in the not too distant future.

Senator HAWKINS. Thank you.

Mr. Juergensmeyer?

Mr. Juergensmeyer. You have somewhat pushed my button, Senator, because I have been giving lectures to librarians on computerization, and especially the legal aspects. This is a revolution that is sweeping the library world just within the last couple of years and is beginning to crest.

Virtually every library of any size now has a computer, and most library functions are rapidly becoming computerized. The key here is in what we call "networking"—that is, tying the computers together—because this saves cost enormously in eliminating duplication of resources, and also makes it infinitely easier for a patron, let's say, in a cornfield county seat in southern Illinois to locate literally any book in the world and have it at his or her fingertips.

So computerization is working literally miraculous results in the library field. It is also very expensive, and this of course is one of the concerns of the Government, and especially the Federal Government, because computerization saves enormous amounts of money in elimination of duplication and speeding up time. It is also very expensive in its initial application.

So one of the big concerns of the Federal Government is this role of computerization, network, and interconnecting, and also to what data bases do the computers get tied, to what extent do we involve private libraries, to what extent do we involve commercial corporations, to what extent do we involve governmental libraries?

We can tie them into our local library. We can tie them into the man at home with his TV set, if we want to.

All of these are policy questions that we have to face and they are going to be the big questions in libraries and information sciences in the next few years, a big job for the Commission.

Senator HAWKINS. As a lawyer, did I not hear you say earlier that you had represented the State of New York?

Mr. JUERGENSMEYER. Illinois.

Senator HAWKINS. Do you foresee any copyright problems or patent infringement questions?

Mr. JUERGENSMEYER. Absolutely, and this is an area of great concern. Copyright, of course, has been very much concerned not only with computer programing but computer databases. Patent is less directly involved, other than through the mechanics of the operations themselves and the programing, but these are concerns.

Those types of concerns are more technical, and I would not expect that we would get into them as much with the Commission. Our concern, I would hope, would be the broader policy questions—the relationship and role of Government in access questions. To what extent should the public have access, let us say, to the Department of Defense database?

There is an easy answer there, but there are also some very difficult questions, and these are the type of questions I would hope we would address.

Senator **Hawkins**. Thank you.

Do you have a statement you would like to make on this question, Ms. Wu?

Ms. **Wu**. Computer technology has been very popular in the schools as far as instructional skills are concerned. Today we will find a lot of schools and school districts which provide computers for their students.

However, the application of computer technology in increasing school library instructions and school library functions is still not very popular, and we are in the beginning stage.

I would fully support using computer technology in the school library functions.

Senator **Hawkins**. Would it not also be helpful to the homebound students?

Ms. **Wu**. Yes; to instruct students in the library and research skills, using computer technology.

Senator **Hawkins**. Thank you.

Mr. Newman?

Mr. **Newman**. The advantage of being last, I now find, is that everybody has said everything.

Realistically, I think history has shown that computerization costs go down in time, and I would say that over the next 10 years there will be a great impact on the library systems of this country in terms of networking, as Mr. Juergensmeyer has said, and accessibility in the home and in the library to information that was not accessible before.

Senator **Hawkins**. Before I turn the questions over to Senator Pell, he had the vision, as I understand it, to be one of the original cosponsors of this very board.

Was it 1970? Was that when you——

Senator **Pell**. A long time ago.

Senator **Hawkins**. Quite some time ago.

So I want you to know that he has had an interest in this and been a follower, founder, and a sponsor. I am sure he has some questions.

Senator **Pell**. Thank you.

I just want to say how much I envy you in the work you are doing and will be doing. To my mind, there is no more important institution in our learning process than libraries. I wish you well. I have no questions at this time.

Thank you. God bless you.

Senator **Hawkins**. Thank you very much for taking your time and coming here today. I think it is indicative of your commitment to advance the state of the art in libraries and information services, and we pledge our utmost effort for a speedy confirmation by the Senate.

Mr. **Newman**. Thank you very much, Senators.

Ms. **Wu**. Thank you.

Senator **Hawkins**. Thanks to you.

Senator **Pell**. Madam Chairman, there is one thought I would like to bring up. I would ask any one of them to reply.

Senator **Hawkins**. Yes?

Senator **Pell**. That is, in view of the administration's proposal to eliminate all Federal support for public libraries in fiscal year 1983, what does your group see as the role of the Federal Government in libraries? Any one of you may reply.

Mr. **Newman**. Senator, it is my understanding that the administration has put the Commission itself in the budget for the next fiscal year. Other than that, as far as funding of public libraries is concerned, this is a matter, I believe, for the Congress to resolve.

Of course we are interested in providing as much support for the library system as our country can afford.

Senator **Pell**. Do all of you concur with these statements?

Mr. **Juergensmeyer**. Yes.

Ms. **Wu**. Yes, Senator.

Mr. **Leeds**. Yes, sir.

Senator **Pell**. Good. Thank you very much.

Senator **Hawkins**. Thank you.

Thank you for coming. We really appreciate your desire to serve and look forward to working with you on this committee.

I would like at this point to recall Wendy Borcherdt to clarify a statement that she made earlier that may solve a lot of the questions that are coming your way.

Ms. Borcherdt?

Ms. **Borcherdt**. Thank you, Senator Hawkins and Senator Pell.

First of all, for the record, my student liaison officer has provided me in the interim with a list of organizations with whom she has met already. These are Americans for Democratic Action, American Student Association, Charles Edison Youth Fund, College Republicans, Committee for Responsible Youth Politics, Front Lash, Inc., National Coalition of Independent College and University Students, National Hispanic Student Network, National Student Education Fund, Presidential Classroom of Young Americans, Student National Education Association, and the Minnesota NSEA representative, U.S. Student Association, Young Democrats, Youth Policy Institute, the Student Press Service, and the Student Law Press Service.

To this point, she has only been here a short time, but those are the organizations with whom she has met, so I think that will help, for the record.

In addition—and I would like to clarify for you— I apologize if I indicated to you, Senator Pell, any negative connotation about the word "feminist." I was using it as it was used by Leslie Wolfe, who works at the Department of Education and deals with the Women's Educational Equity Act programs.

In a paper that she did on the future of the Women's Education Equity Act, the term is used—and this is how I have been using it—and I quote, "The WEEA program itself is administered with an eye to more direct involvement of women's organizations in program policy development and implementation. In short, the WEEA program has sought to instill a feminist perspective throughout its activities." Then on later, "The program's appropriation has been increased by approximately $1 million per year. These modest increases were the result of extensive lobbying of the Congress, particularly in the Senate, by feminist organizations. These efforts produced the new WEEA."

These are compliments to me, because these are organizations that are working for women's programs, Senator Pell.

I do not know whether you have had an opportunity to read my biography. I have been a professional woman and still am, now serving in the Government. I just sold my business—sold my part of it—when I came to Washington, but I have been a woman in the professional arena. I am interested in opportunities for women.

I have a daughter who is sitting in this room, who is a professional herself now, with the urging of her parents.

I just want to clarify for you any impression that you may have had otherwise by that term.

Senator PELL. Obviously, as a man, I am no expert on these fine points. The word "feminist" has a certain connotation, I think, but I appreciate your remarks and thank you for them. I am very disappointed that more of the people who wanted to testify are not with us.

I understand, Madam Chairman, that we have a couple of them here. May we hear them now?

Senator HAWKINS. I have other obligations. Are you talking about this list you gave me?

Senator PELL. Yes.

Senator HAWKINS. So the record will be straight, we would like to have these people have a letter from their organizations stating that they are the chosen representative.

I have been involved in these matters before—hearings before—where there becomes a dispute later, that the person who is speaking is not the chosen one by the organization. Do we have that?

Senator PELL. Madam Chairman, in the 22 years I have served in this committee, we have never required such a letter. So this is a new innovation in Senate procedure.

You have a right as chairman to do that, but I would strongly protest that as a precedent.

Senator HAWKINS. We also have the history, as I understand it in looking backwards, that when we have a spokesman—and I am speaking from a legal standpoint—when you have a spokesman from an organization, sometimes we get letters and complaints from the organization that that person was not chosen by the organization but chosen by someone else to come with that title. I would like that cleared up, since this is unusual to have a list of witnesses that were not cleared or given to the chairman prior to the hearing.

If you would just like to recess—we have a standing objection to meeting anyway after the Senate has gone into session, and I would be more than happy to have these people—even a telephone call that they are the official spokesmen from these organizations.

I understand that they could meet this evening with a member of this committee, who could listen and put in the record their comments.

Senator **Pell**. Madam Chairman, I just want to be sure I understand. It is your wish that each witness should show evidence that they represent the organizations.

Senator **Hawkins**. That the organization approves of the spokesman for the organization. That is a matter of law.

Senator **Pell**. I strongly protest this, because of the precedent involved, and do not think it a wise course to follow. As chairman, you have the right to require that.

I think that there should be an executive meeting of the committee to decide whether or not this is correct procedure.

Senator **Hawkins**. I have been involved, prior to becoming a Senator, in the legal field. For the record to be complete, not be challenged upon confirmation of any of these witnesses, I feel that these organizations should say that it is satisfactory for these people to speak for the organization. We will do it by telephone, if you so desire. It should not take long.

Senator **Pell**. I would strongly object, as I say, to that procedure. It is changing committee procedure, which means that in the future witnesses will always have to have a letter or telephonic evidence, or something of that sort, that so-and-so represents the group. We have never, never required that. I think it is a big mistake to suddenly require it now, because it will provide in the future for a lot of paperwork and a lot of problems, I think.

Senator **Hawkins**. I disagree. We have the right to disagree. I feel that if I were any one of these names here, and coming and speaking for the National Education Association, I certainly would want to be supported by the National Education Association, that the testimony that they are giving is in behalf of this organization.

I am told by a member of Senator Kennedy's staff that the only witness cleared to speak today would be Nancy Porter, who is speaking for the National Coalition for Women and Girls in Education, and that she was cleared by Senator Hatch to speak today. Senators Kennedy and Hatch met yesterday on that, as I understand, and she is prepared.

He wants to make it clear that that was the decision made by the chairman. I was not in the meeting. Nor was Senator Pell. We were not privy to that meeting. It was confirmed with Mr. Matthews, who is the staff director for this committee.

So, at this time, if Nancy Porter is here, we will listen to Nancy Porter.

Senator **Pell**. All right. Then the other witnesses will be postponed, and I think the question should be left open whether they should have letters certifying who they are.

Senator **Hawkins**. Or by a telephone conversation. I think we should change the rules in the future, for our own protection. Any time we have a spokesman on behalf of any agency, that they have the agency's approval to be their spokesperson—I think that is the new way they phrase that.

Senator **Pell**. We have not had a problem in my 22 years of being on the committee. It is just bringing one more bit of paperwork in.

Senator **Hawkins**. Just a little slip of paper would make it legally bound, and I am going to, for this particular hearing, insist upon it, but it may not take long, if you can get this cleared.

I am told by others that they were all told yesterday they could not testify and they are not prepared to testify, and the chairman says that is the decision he gave yesterday.

Senator **Pell**. But what we are talking about is a question of precedence. It does not involve the witnesses today. This is a new procedure of the committee.

Senator **Hawkins**. I highly recommend it, and we could talk about it in executive session—absolutely— for our own protection.

Senator **Pell**. All right.

Senator **Hawkins**. If Nancy Porter is here—we could ask her—I do not know how long she can wait.

Senator **Humphrey**. Point of order, Madam Chairman. The committee does not have permission to meet past 2 hours after convening, and I would object to proceeding further.

Senator **Hawkins**. Then, without objection, we will adjourn.

[Additional material supplied for the record follows:]

Statement of James Harvey Harrison, Jr. before The Senate Labor and Human Resources Committee on 9 December 1982.

My background consists of an education oriented Navy career of 22½ years with strong research and development involvement in digital computers and computer systems. I have spent 10 years in industry as an engineer with further involvement in analysis, research, development, and development of systems for a number of foreigh countries. I interface with the Department of Defense, Department of State and a number of foreign countries in my current position with Sperry-Univac. The above involvement is covered in my biography, submitted earlier. I am currently a member of the Alexandria School Board in Alexandria, Virginia. My interest in education is broad and varied. My goals for the Alexandria School Board are as follows:

(1) Cost effective quality education.

(2) Finding means to motivate the vast majority of pupils who are capable of performance above the level they currently perform.

(3) Stimulate interest in learning to live with and use to our advantage--modern technology. (ie. computers and the automation capabilities).

I find we have some of the finest teachers and facilities in the world for learning yet weak motivation of pupils. Many of which are capable of excelling in several fields. Most awed by computers or even fear job displacement by computers. My goals for the Council are the same as for the Alexandria School Board.

I believe the National Council on Education Research can find means to motivate lazy pupils to excel, to teach pupils and teachers alike that modern technology is controllable and that there are ways to use it to our advantage, while creating jobs rather than displacing employed people. This can involve retraining etcetera, but the nations classroom is where we need to start. Of course without basics first, no further valuable training can be accomplished. Everyone can learn when motivated to do so.

The contribution I can make to the Council is that I have the ability to recognize programs and projects that can move education toward the goals I have mentioned above and support those programs and projects while hopefully persuading a majority of the Council of the benefits of such programs and projects.

Date: 19 Oct. 1982

BIOGRAPHICAL INFORMATION

NAME : J. Harvey Harrison, Jr.

CURRENT POSITION : Manager Program Management International Systems Washington Region Defense Systems Division of Sperry Univac.

BIRTHPLACE & DATE : Shelbyville, Tennessee
13 September 1927

EDUCATION : Certificate of completion of 30 graduate hours above Masters level in Environmental Systems Management and Library Systems Management in 1978 at the American University, Wash., D.C.

Master of Science Technology of Management in Management Information Systems and Computer Systems Applications in 1975 at the American University, Wash., D.C. (continued-over)

PROFESSIONAL EXPERIENCE :
(Begin with most recent)

- Jan 1978-Date Manager Program Management International Systems Washington Region Defense Systems Division Sperry Univac.
- Aug 1972-Jan 1978 Consultant and Senior Systems Analyst/Designer to U.S. Navy Systems Engineering Center on various command and Control Research Projects. Employed with Raytheon Service Company, Washington, D.C.
- Aug 1969-July 1972 Director of Management Information Systems for Commander in Chief U.S. Naval Forces Europe in London, England. Responsible for the computer center and all computer system support in command and control and operational responsibilities of the Commander.
- Oct 1966-July 1969 Project Manager for the DLG-26 program, responsible for development of an operational program for a new suite of equipment in the command and control area of Ship and Missile Control.
- Dec 1964-Oct 1966 Executive Officer and Navigator of the USS Maddox (DD-731) Responsible for safe navigation of the ship and personnel management as second in command of a combat ship deployed in a combat zone off Viet Nam.
- Mar 1963-Dec 1964 Assistant Project Manager responsible for the computer program design and development for the Command Ship Data System and developed the program (cont'd over)

MEMBERSHIPS :
(Include dates)

Adult Leader Boy Scouts of America June 1957-Date
(ACM) Association for computing machinery 1973-1980
(DPMA) Data Processing Management Association 1974-Date
(SMIS) Society for Management Information Systems 1974-1980
(NSIA) National Security Industrial Association 1978-Date
(ADPA) American Defense Preparedness Association 1978-Date
(EIA) Electronics Industrial Association 1978-Date
Member, City of Alexandria, Va. School Board 1979--Date
(reappointed, 1982)

PUBLICATIONS, AWARDS & HONORS:

Awarded Navy Commendation Medal for performance of duty during assignment as Director of Management Information Systems for Commander in Chief Naval Forces Europe 1969-1972.

Continued Education:

- o Completion of Equivalent Computer Science degree at U.S. Navy Post Graduate School, Monterey, California 1962.
- o B.S. in Social Science and Economics at Middle Tennessee State College, Murfreesboro, Tennessee in 1952.

Continued Professional Experience:

- o within schedule and within budget.
- o Feb 1962 - Mar 1963 Student in U.S. Navy Post Graduate School at Monterey, California in the one year Science Curriculum later known as the Computer Science Curriculum.
- o May 1960 - Feb 1962 Electronic Fire Control and Missile Officer on board the USS Ticonderoga CVA-14.
- o Jan 1960 - May 1960 Student in Gun Fire Control School at the U.S. Naval Station, San Diego, California.
- o Nov 1957 - Jan 1960 Officer in charge of the U.S. Navy Recruiter School, The Career Counselling School and the Yoeman A and B Schools in Bainbridge, MD.
- o Aug 1957 - Nov 1957 Student in U.S. Navy Instructors Training School at the Naval Station, Norfolk, Virginia.
- o May 1955 - Aug 1957 Operations officer of the USS Yarnall (DD-54) responsible for all Electronics, Radar and Communications equipment and personnel and for maintenance and operations in support of the ships commitments.
- o Oct 1954 - Apr. 1955 Student in Navel Officers Combat Operation Center School, Naval Air Station, Glenview, Illinois.
- o Aug 1953 - Oct 1954 Chief Engineer on the USS Rushmore LSD-14 responsible for all main propulsion and auxilary machinery and personnel in support of ships operations.

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

- —improvement in basic education skills
- —problems of finance, productivity, and management in educational institutions
- —school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
- —preparation for work
- —encouraging study of languages and cultures
- —overcoming problems of older and nontraditional students in postsecondary education
- —the needs of early adolescents and the schools which serve them
- —improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY
THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

NAME J. Harvey Harrison Jr. **DATE** 20 Dec 1982

(This is a form you should use in writing your responses to Senator Weicker's questions. Please identify each question before each response.)

1. I am willing to support the statutory missions of the National Institute of Education (NIE).
   My priority rests with strengthening the scientific and technological base.

2. I am able to support the statutorily mandated priorities of NIE.

3. I support Secretary Bell in his priorities.

   - Education excellence and effective schools should be a goal of all educators and those who support education and it should be for all pupils.
   - Improving the teaching of mathematics and the sciences is a priority because the shortage of these talents in industry is causing a drain on the schools for capable teachers in math and science. The salaries are so much more attractive in industry. This is a major concern throughout Virginia and I believe nationally as well.
   - Strengthening the policies and practices affecting school teachers is certainly in need of careful review as there is evidence that the standards for the teaching profession are weaker than for any other profession (ie. lower SAT scores required which may or may not be good or bad but since it is a public perception something must be done to raise the prestige of the teaching profession).
   - Improving the dissemination of research findings and the liaison between researchers and the local education agencies is an item that could benefit education at a lower cost to taxpayers while benefiting industry by schools turning out graduates more up to date and productive in a shorter time.

4. Yes, I pledge to support the principles of fair and open competition.
   I will work to assure that competitions and awards are carried out in a fair and open manner.
   I will work to preclude ideological or partisan political screening of field readers.

5. Yes, I will support the director in the correct use of his authority.

6. Yes, I support studies into advanced academic skills.
   Yes, I pledge to work with the Institute to protect such studies.

7. Yes I support a policy for NIE to devote 20% of its funded projects to fundamental research.
   Yes I will work to retain such policy.

8. - We need to examine public school system trends of accomplishment and direct research that can change that trend if it is bad or enhance it if it is good. An example is the lack of math and science achievement or interest. This needs to be changed and we need to research this problem and develop some ways for improvement and then make it available to all who choose to use it.

   - The needs of special populations are currently extremely expensive and we need to find more cost effective methods of achieving desired results and make developed methods available to all who choose to use it.

   - The needs of culturally different individuals need to be examined and methods for them to adjust to our school system need to be developed and made available to all who choose to use them.

9. NCER should first examine the research agenda of NIE and then engage in a complete discussion of all items and then prioritize them with emphasis on technological education.

10. The review criteria for grants and contracts should evaluate the proposal in question on the merits of whether or not it is consistent with the goals and objectives of NCER and NIE.

11. NCER should guide the agency with goals and objectives on a cost effective basis using priorities on grants and competitions for labs and centers.

QUESTIONS OF SENATOR ROBERT T. STAFFORD (VT.) TO NOMINEES TO NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCES

(FOR RESPONSE IN WRITING)

1. IN FISCAL YEAR 1983, THE PRESIDENT PROPOSED THE ELIMINATION OF FEDERAL SUPPORT FOR PUBLIC LIBRARIES, RESEARCH LIBRARIES, COLLEGE LIBRARIES, AND INTERLIBRARY COOPERATION. DO YOU BELIEVE THAT SUCH FUNDING SHOULD BE MAINTAINED? IS SUPPORT FOR LIBRARIES AN IMPORTANT FEDERAL RESPONSIBILITY?

2. THE PRESIDENT ALSO PROPOSED THE ELIMINATION OF THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCES, THE BODY TO WHICH YOU HAVE BEEN NOMINATED. DO YOU SUPPORT THE ABOLITION OF THE COMMISSION? IF SO, WHY ARE YOU STANDING FOR NOMINATION TO THIS BODY?
   IF YOU BELIEVE THE COMMISSION SERVES A USEFUL FUNCTION, WHAT AREAS SHOULD IT EMPHASIZE?
   THE ACT ESTABLISHING THE COMMISSION DIRECTS THAT NON-LIBRARY MEMBERS HAVE "SPECIAL COMPETENCE OR INTEREST" IN THE AREA OF LIBRARY AND INFORMATION SERVICES. WHAT ARE YOUR QUALIFICATIONS FOR MEETING THIS REQUIREMENT?

3. DO YOU BELIEVE THAT THE COMMISSION SHOULD BE AN INDEPENDENT FEDERAL BODY, AS INTENDED BY CONGRESS, AND THAT MEMBERS SHOULD SERVE OUT THEIR FIVE-YEAR STATUTORY TERMS FREE FROM PEREMPTORY ACTION BY THE EXECUTIVE BRANCH? IF NO, PLEASE EXPLAIN FULLY.

Sen. Pell's

Questions for Nominees to Commission on Libraries

1. As you are no doubt aware, the legislation which established the National Commission on Libraries and Information Science requires that members be either professional librarians or be persons who have a "special competence or interest in the needs or our society for library and information services". I would like to ask Mr. Newman and Mr. Leeds, in particular, if they could tell the Committee what their special competence or interest is in the libraries and information science field.

2. I would like to know for the record if any of the nominees are now serving other appointments of any kind in this Administration.

U.S. Senate Committee on Labor and Human Resources
Reply to Questions by John E. Juergensmeyer
Commissioner-Designate
National Commission on Libraries and Information Science
December 14, 1982

Senator Stafford

1. Federal funding of libraries and library functions should be maintained. Computerized networking is an important Federal function because it saves funds and eliminates unnecessary duplication among the states. It can be very useful because it can provide access to information in the states. Just as the interstate highway system is a Federal interest and responsibility, so too are nationwide information networking systems. These systems give access to information for defense, policy making, and research purposes. They also help equalize access to information between urban and rural populations.

2. a. I do not support the abolition of NCLIS. However, there is a considerable difference between zero funding and abolition. The Commission could function on a volunteer basis and I would be happy to serve as a volunteer. The Commission funding level should be determined between the Administration and the Congress.

   b. The Commission serves the important role of advising Congress as well as the President on Library and Information Service policy. It also performs the important function of representing the library/information community, beyond the narrow interest of any individual interest group, to assist in the development of information policy. Information technology and computer networking are part of a rapidly developing area of our society. This area is the cutting edge of our economic political, social development. NCLIS provides the critical leadership necessary to properly shape the Federal interest in the area of Library and Information Services.

   c. My experience in the field of library and information science includes serving as Endowment Fund Trustee for the American Library Association, serving as an attorney for the Illinois Library Association; and as an attorney for several libraries. These activities reflect my long-standing committment to libraries and my involvement with their current activities.

3. This is a highly technical and legal question that is presently being debated. To the extent that the Act that created the Commission states that it was to be an independent body advising both the Congress, and the President. I would anticipate serving the full five-year statutory term.

Senator Pell

1. This question is answered in Senator Stafford's question 2(c) above.

2. I have not been appointed to serve in any other capacity at this time.

14 December 1982

Byron Leeds
Vice President
Publishers Phototype, Inc.
463 Barrell Avenue
Carlstadt, New Jersey 07072

The Chairman
Senate Committee on Labor
and Human Resources
United States Senate
Washington, D.C. 20510

Dear Mr. Chairman:

I am pleased to be considered as a possible Member of the National Commission on Libraries and Information Science.

My response to Senators Stafford and Pell's questions follow:

Senator Stafford

(1) I believe that libraries are an important part of our educational and cultural foundation and that funding could be maintained by state and local units along with seeking funds from private sources, if Federal monies are not available, due to current fiscal restraints.

(2) As you know, Congress did not accept this recommendation and the funding continues. This will enable the Commission to give advice and recommendations on what programs to pursue in the area of special concerns of libraries and how best to administer available funds. I look forward to confirmation and believe that my private sector background will benefit the Commission. The area of special emphasis in my opinion would be library storage of information and its access.

(3) I am not qualified to express a legal opinion on this question.

Senator Pell

(1) My special interest began in 1963 with the founding of the first computer composition company supplying the needs of the publishing industry. Our commitment to the state of the art technology allows us to transmit editorial data via leased lines, microwave and satellite, to sites in the USA and overseas. Much of this data is input via remote terminals which have access to our regional computer sites. Scanned graphics is merged with texts to create the full page and ultimately the book, directory, magazine, for an electronic database.

My interest in hardware and software for the graphic arts and the publishing industry is the beginning of the cycle to help fill the information needs of our society.

(2) No. I am not serving in any other appointments in this Administration.

I look forward to working with the National Commission.

Sincerely,

Byron Leeds cc

Byron Leeds
Vice President
Publishers Phototype, Inc.

Dictated but not read.

U.S. Senate Committee on Labor and Human Resources

Reply to Questions by Julia Li Wu
Commissioner-Designate
National Commission on Libraries and Information Science
December 14, 1982

1. In Fiscal Year 1983, the President proposed the elimination of Federal support for public libraries, research libraries, college libraries, and interlibrary cooperation. Do you believe that such funding should be maintained? Is support for libraries an important Federal Responsibility?

Funding should be maintained if the Federal government can afford it. This is, of course, a congressional decision. Support of libraries is a small yet very important Federal responsibility (only 5% of library funding is Federal dollars—balance of 95% is state and local). During oversight hearings that the Chairman of the House of Representatives Postsecondary Education Subcommittee held on the funding of public libraries, librarians and ordinary citizens testified that the few Federal dollars they receive are the incentive for much larger state and local expenditures in support of innovative library programs. Libraries are information centers. An informed citizenry is the backbone of a democratic society, and thus of vital interest to the elected representatives of the people. The information society is an economic reality, in that over 50% of the Gross National Product is information related. It is rapidly becoming a social, political, institutional, and personal reality. Libraries will have a very important role to play in the "information age." The economic and political implications of national leadership in information activities cannot be overstressed.

2. The President also proposed the elimination of the National Commission on Libraries and Information Science, the body to which you have been nominated. Do you support the abolition of the Commission. If so, why are you standing for nomination to this body?

   If you belive the Commission serves a useful function, what areas should it emphasize?

   The Act establishing the Commission directs that non-library members have "special competence or interest" in the area of library and information services. What are your qualifications for meeting this requirement?

I do not support the abolition of the NCLIS. Although last year the Administration did recommend zero funding of the Commission which the Congress rejected, I understand that this year no such recommendation will be made. The areas the Commission ought to continue to emphasize are assistance and advice to the Executive Branch Agencies and the Congress, the application of technology to increased productivity, improving the dissemination of Federal information, improving library/information services to meet the changing needs of populations such as the

U.S. Senate Committee on Labor and Human Resources
Reply to questions by Julia Li Wu, Commissioner-Designate
National Commission on Libraries and Information Science
December 14, 1982

elderly, cultural minorities, and rural citizens. NCLIS should continue to be concerned about strengthening the ties between the public and private sectors in the library/information community and providing equal access for all people to information in all types of libraries.

As a school librarian, author of library-related publications, and an active member of many professional library associations, I meet the qualifications specified in the Commission's authorizing legislation. I also had the honor of serving on the National Commission on Libraries and Information Science from 1973-78.

3. Do you believe that the Commission should be an independent Federal body, as intended by Congress, and that Members should serve out their five-year statutory terms free from preemptory action by the Executive Branch. If no, please explain fully.

Yes. It is very important that each Commissioner be appointed for and serve the complete five-year term as stated in the law (P.L. 91-345) that created the National Commission.

Senator Pell

1. This question is answered in Senator Stafford's question Number 2.

2. I would like to know for the record if any of the nominees are now serving other appointments of any kind in this Administration.

I am not serving any other appointment in this Administration.

U.S. SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES

Reply to Questions by Jerald C. Newman
Commissioner-Designate
National Commission on Libraries and Information Science

December 14, 1982

Questions from Senator Stafford:

1. In Fiscal Year 1983, the President proposed the elimination of Federal support for public libraries, research libraries, college libraries, and interlibrary cooperation. Do you believe that such funding should be maintained? Is support for libraries an important Federal Responsibility?

   Response

   Funding should be maintained if the Federal government can afford it. Of course, this is a Congressional decision. It is my understanding that the President has requested funds for FY 1984. Support of libraries is a small, yet very important, Federal responsibility, which represents only five percent of public library funding. The remaining 95 percent is supported by the states and the local communities. Libraries are information centers. The information society is an economic reality, with more than 50 percent of the Gross National Product coming from information/related activities. Libraries will play a very important role in the information age. The economic and political implications of national leadership and information activities cannot be overstressed.

2.. (a) The President also proposed the elimination of the National Commission on Libraries and Information Science, the body to which you have been nominated. Do you support the abolition of the Commission. If so, why are you standing for nomination to this body?

   (b) If you believe the Commission serves a useful function, what areas should it emphasize?

   (c) The Act establishing the Commission directs that non-library members have "special competence or interest" in the area of library and information services. What are your qualifications for meeting this requirement?

   Responses

   (a) I am standing for nomination to the National Commission on Libraries and Information Science because I believe it is an important agency and is needed to advise Congress and the President on policy and planning in the library and information field. It is my understanding that the Administration does not propose abolishing the Commission in FY 1984.

(b) The areas the Commission ought to continue to emphasize are assistance and advice to the Executive Branch Agencies and the Congress, the application of technology to increased productivity, improving the dissemination of Federal information, improving library/information services to meet the changing needs of populations such as the elderly and rural citizens. NCLIS should continue to be concerned about strengthening the ties between the public and private sectors in the library/information community. I am particularly interested in improving the Commission's role in advising on international information issues and in helping to improve the dissemination, automation, and management of information services and libraries.

(c) In addition to my extensive expertise in banking, education, management, and automation, I feel that my work with computer systems and research will be very helpful in providing advice on information policies and issues. Banking is among the foremost users of computer and microfilm technology which should be invaluable to the Commission in its consideration of information science and libraries. The enabling legislation of the Commission, PL 91-345, Section 6 (a) states that: ". . . at least one of whom shall be knowledgeable with respect to the technological aspects of library and information services and sciences. . ." I feel that my more than 30 years experience in information-related activities, especially the work with automated systems, provides this background.

3. Do you believe that the Commission should be an independent Federal body, as intended by Congress, and that Members should serve out their five-year statutory terms free from peremptory action by the Executive Branch? If no, please explain fully.

   I will serve in accordance with the laws of the United States, and and I do not believe that I am qualified to provide a legal opinion.

Questions from Senator Pell:

1. As you are no doubt aware, the legislation which established the National Commission on Libraries and Information Science requires that members be either professional librarians or be persons who have a "special competence or interest in the needs or our society for library and information services". I would like to ask Mr. Newman and Mr. Leeds, in particular, if they could tell the Committee what their special competence or interest is in the libraries and information science field.

   This question is answered in question 2 (c) above.

2. I would like to know for the record if any of the nominees are now serving other appointments of any kind in this Administration.

2. I am not serving under any other Presidential appointment. A review of my resume (attached) indicates other Federal service past and current.

Jerald Conway Newman
63 Captain's Road
North Woodmere, New York 11581

JCN/jdt

Dictated but not read

ncwge National Coalition for Women and Girls in Education

c/o National Education Association, Human and Civil Rights
1201 Sixteenth Street, N. W., Washington, D. C. 20036 202/822-7715

December 10, 1982

The Hon. Orrin Hatch
The White House
Washington, D. C. 20510

Dear Senator Hatch:

I am writing on behalf of the National Coalition for Women and Girls in Education to protest the Senate Labor and Human Resources Committee's refusal to allow concerned organizations to testify on the nomination of Wendy Borcherdt as Deputy Undersecretary for Intergovernmental and Interagency Affairs at the Department of Education.

A number of organizations which represent significant constituencies that will be directly affected by this appointment were denied the opportunity to share their views on this matter publicly. Regardless of one's position on Ms. Borcherdt's nomination, I assumed the committee was committed to operating in an open and equitable manner. However, it now appears that some committee members are addressing opinions that differ from their own by stifling dissent, rather than by providing a forum where concerns can be aired publicly. The Committee's procedure over the past two weeks, leads one to the conclusion that some publicly elected officials are employing every potential procedure and manipulation to deny public input on this nomination. Even the appearance of shutting off constituency input can only harm the public's trust in the Committee and its officials.

I trust that you will respond to this situation by allowing those organizations that have requested to testify to do so.

Sincerely,

Barbara A. Stein
Chair
NCWGE

BAS:dap

cc: Senate Committee on Labor and Human Resources

ncwge National Coalition for Women and Girls in Education

c/o National Education Association, Human and Civil Rights
1201 Sixteenth Street, N. W. Washington, D. C. 20036 202/822-7715

December 14, 1982

Ms. Wendy Borcherdt
Acting Deputy Undersecretary for Interagency
and Intergovernmental Affairs
Department of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dear Ms. Borcherdt:

A recent press release from the National Coalition for Women and Girls in Education inadvertently may have created the impression that the Council of Chief State School Officers opposes your confirmation. The Council has a strict policy of never taking positions on any nominations, and thus, has not taken a stand on your nomination.

On behalf of

The National Coalition for
Women and Girls in Education

cc: The Hon. Orrin Hatch
The Council of Chief State School Officers

ncwge National Coalition for Women and Girls in Education

c/o National Education Association, Human and Civil Rights
1201 Sixteenth Street, N. W., Washington, D. C. 20036 202/822-7715

December 22, 1982

The Honorable Orrin Hatch
U. S. Senate
Washington, D. C. 20510

Dear Senator Hatch:

We are pleased that you have delayed action on the nomination of Wendy Borcherdt as Deputy Undersecretary for Intergovernmental and Interagency Affairs until there is opportunity for a hearing where representatives of concerned constituencies can testify. Ms. Borcherdt's nomination has caused some controversy, and we trust you share our belief that only a fair public forum can properly address the questions raised.

We urge that the hearing include a panel of the following organizations: the American Coalition for Citizens with Disabilities, the National Education Association, the National Coalition for Women and Girls in Education, the National Council of La Raza, the United States Student Association, and the American Association of School Administrators. We realize time is of concern, and therefore would expect each panelist would observe established time constraints to avoid an unduly long process. In this manner, the serious concerns raised by this nomination would receive the necessary public airing without overly monopolizing the Committee's time.

Last year's consideration of this nomination led to unfortunate confusion, and therefore, I hope this year your office will be able to directly contact those organizations who have requested the opportunity to testify.

The coalition looks forward to working with you and your staff in the coming year.

Sincerely,

Barbara A. Stein
Chair, NCWGE

BAS:dap

to strengthen national policy and practices concerning women and girls in education

[illegible]

United States Senate
COMMITTEE ON LABOR AND
HUMAN RESOURCES
WASHINGTON, D.C. 20510

January 3, 1983

Ms. Barbara A. Stein
National Coalition for Women
and Girls in Education
National Education Association,
Human and Civil Rights
1201 16th Street, N.W.
Washington, D.C. 20036

Dear Ms. Stein:

Thank you for your recent letter regarding rescheduling of the confirmation hearing for Mrs. Wendy Borcherdt for the position of Deputy Under Secretary for Intergovernmental and Interagency Affairs.

As soon as possible after President Reagan renominates Mrs. Borcherdt for the position, we will schedule another confirmation hearing. At that time we will expect witnesses to be named officially by the organizations they represent, submit prepared statements, and be sworn in the normal manner.

In your letter six organizations are identified. I would urge that you have those organizations officially notify me as soon as possible of their desire to be heard at any confirmation hearing, along with the name of the individual who will enter testimony into the record and be allowed to speak in opposition to the nomination. As you would expect, student organizations and others favoring confirmation will be afforded the same courtesies.

I regret very much that it was less than 24 hours before the hearing at which over 20 individuals were before us for confirmation that we learned of the desire of these organizations to be heard on Mrs. Borcherdt's confirmation. As all committee members are aware, prepared statements of persons to be heard are to be given each committee member at least 24 hours in advance of a hearing; and, as you know, this was not done. As a matter of record, Senator Hawkins, who was chairing the hearing in my absence, rightfully requested to know who officially spoke for the organizations listed in a letter delivered to us the morning of the hearing, dated the day before (December 8, 1982). Someone went out and made a few phone calls and then handed the minority a list of names on a plain piece of paper, which they in turn presented to Senator Hawkins. I am sure you will agree, this was not a very orderly way of handling such an important matter.

Ms. Barbara A. Stein
January 3, 1983
Page Two

Again, thank you for your letter and for your understanding of the situation.

Sincerely yours,

Orrin Hatch

Orrin G. Hatch
Chairman

OGH:hmp

nea
NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 833-4000
WILLARD H. McGUIRE, President
BERNIE FREITAG, Vice President
MARY HATWOOD FUTRELL, Secretary-Treasurer
TERRY HERNDON, Executive Director

STATEMENT OF THE
NATIONAL EDUCATION ASSOCIATION

ON THE
CONFIRMATION OF

DEPUTY UNDERSECRETARY FOR
INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

DESIGNATE WENDY BORCHERDT

BEFORE THE
SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES

DECEMBER 22, 1982

The National Education Association, with 1.7 million classroom teachers and other educational personnel throughout the country, wishes to express its strong opposition to the confirmation of Wendy Borcherdt as Deputy Undersecretary for Intergovernmental and Interagency Affairs for the Department of Education.

The NEA, which vigorously supports the concept of educational equity as an essential prerequisite for all other opportunities open to the American people, questions Ms. Borcherdt's ability to carry out policies upholding this basic national principle. We firmly believe that educational equity can only be achieved in an atmosphere where federal officials commit themselves to carrying out the law and actively participate in maintaining and improving the quality of education for all.

We have very grave doubts that Ms. Borcherdt can live up to this principle, and to the mandate established by law through the creation of the Department of Education.

Specifically, Ms. Borcherdt's duties as Deputy Undersecretary for Intergovernmental and Interagency Affairs as established by Public Law 96-88, the Department of Education Organization Act, include the following responsibilities, among others: "assuring . . . that the Department carries out its functions in a manner which supplements and complements the education policies, programs and procedures of the States and the local school systems and other instrumentalities of the States, and (ii) that . . .

consult(s) with individuals responsible for making policy relating to education in the States and the local school systems and other instrumentalities of the States concerning differences over education policies, programs, and procedure and concerning the impact of the rules and regulations of the Department on the States and the local school systems and other instrumentalities of the States."

Ms. Borcherdt would be directly responsible for the administration of the Intergovernmental Advisory Council on Education, charged with the task of providing for information exchanges among local, state, and federal education representatives, recommending improvements of the administration and operation of federal education programs, and promoting better Intergovernmental relations. Finally, it is most relevant to mention Ms. Borcherdt would have direct responsibility for many advisory councils on education, including the National Advisory on Women's Educational Programs, among others.

The NEA believes that Ms. Borcherdt, given her most recent government experience, is poorly suited to offer effective leadership in reaching these objectives, and is therefore an unfit candidate for the job of Deputy Undersecretary for Intergovernmental and Interagency Affairs.

As White House Advisor on Women, a job from which she was dismissed in the midst of controversy, Ms. Borcherdt displayed constant insensitivity to the need for education equity; represented partisan political interests above the goal of the development of public policy toward women, and accomplished the manipulation of the National Advisory Council on Women's Educational Programs behind the scenes in a destructive manner.

Ms. Borcherdt's handling of NACWEP was the antithesis of good governmental practice. This distinguished bipartisan council which was directed by a woman appointed by a Republican president, Joy Simonson, has now become a hotbed for ideologues of the right. Ms. Borcherdt as Deputy Undersecretary for Intergovernmental and Interagency Affairs, would be the 'watchdog' for the NACWEP--a predicament akin to leaving the country cat to safeguard the barnyard mice.

The NEA urges members of the Senate Committee on Labor and Human Resources to reject the confirmation of Wendy Borcherdt as Deputy Undersecretary for Intergovernmental and Interagency Affairs for the Department of Education. To do so will uphold the mandate Congress placed on the Department of Education to "strengthen the Federal commitment to ensuring access to equal educational opportunity for every individual," and to reject those whose actions and philosophy run directly counter to this important American principle.

Testimony for the National Coalition for Women and Girls in Education

on behalf of:

The American Association of University Women
The Project on Equal Education Rights of NOWLDEF
The Women's Legal Defense Fund
The National Education Association
Special Interest Group - Research on Women in Education
Women Educators
The National Commission on Working Women
The United States Student Association
The National Student Education Fund
Wider Opportunities for Women
The Project on the Status and Education of Women
  of the Association of American Colleges

We present our testimony today with some sadness. It is always more exhilarating and rewarding to appear in support of a nomination, rather than in opposition to one. Perhaps we have particular regret today because we must oppose the nomination of a woman to a high level post by an administration which has had a deplorable record for appointing women to such positions. However, this at least may be an opportunity to dispel the myth that women, or any other underrepresented group, support the promotion of their own regardless of the issues at hand. The organizations signed on to this testimony support the rise of women in government, but we believe the best means of accomplishing this aim as well as overall equity in our society, is by the appointment of men and women who are demonstrably committed to these goals.

Unfortunately, Wendy Borcherdt, who has been nominated to serve as Deputy Undersecretary for Intergovernmental and Interagency Affairs has already proven her antipathy to these concerns.

We come to this conclusion through our direct experience with Ms. Borcherdt during her tenure as White House Advisor on Women to President Reagan. Her track record in that role indicates she is particularly unsuitable to serve in the post to which she has been nominated. Indeed, it is ironic that an individual who left her White House position over her role in manipulating and subverting an advisory council on women's educational issues is now being appointed to an Education Department position in which she would be directly responsible for all advisory councils (including the one alluded to above), as well as the Department's Office of Women's Concerns. It should also be noted that many women's organizations had demanded that Ms. Borcherdt be removed from her White House post.

Before we provide greater detail concerning the advisory council incident, briefly we would like to describe Ms. Borcherdt's other activities as White House Advisor on Women. "Briefly" not only because of our time constraints today, but because Ms. Borcherdt's actions and accomplishments in that job demand little time or discussion. While Ms. Borcherdt's job in theory was to act as an inhouse advocate and pressure point for women's organizations, she had scarce or no contact with most of these groups. On the rare occasions such meetings did occur, they did not prove productive. For instance, when the National Coalition for Women and Girls in Education met with Ms. Borcherdt we raised a number of critical educational equity issues then under analysis by the Administration. Ms. Borcherdt not only lacked sympathy with our concerns, but also failed to act even as an intermediary between us and the appropriate Administration policy-makers. Most women's organizations quickly comprehended that Ms. Borcherdt viewed her role not as the liaison between women and the administration, but as the White House protector from women's organizations, the barrier between the two groups.

Ms. Borcherdt's attitudes about all but extremely conservative women's organizations is well demonstrated in a memorandum she wrote early in the administration. Ms. Borcherdt warned the President against meeting with Pro-ERA women's groups, since they, according to Ms. Borcherdt, were "totally opposed to the entire agenda of the Administration."

The most notable and notorious action by Ms. Borcherdt as White House Advisor on Women was her key role in subverting the only existing governmental advisory council on women--The National Advisory Council on Women's Educational Programs. This Council, since 1975 has advised the government on policy to promote sex equity in education, and in particular, on the administration of the Women's

Educational Equity Act. The council was established under that statute, and therefore the Reagan Administration could not abolish it as it did all other advisory councils on women. However, the White House, through Ms. Borcherdt, did manage to manipulate the council so that now it is not only incapable of meeting its legislative mandates, but is being employed to defeat those goals. (Interestingly, while we are convening here simultaneously a House hearing is investigating Reagan administration tampering with the Council and the Women's Educational Equity Act Program.)

Ms. Borcherdt's first role regarding the Council was her selection of individuals to serve on this panel. While both the Ford and Carter administrations had maintained a bi-partisan Council, whose members' commonality was their expertise in, and commitment to, educational equity, Ms. Borcherdt selected individuals on the basis of their partisan political activism. The result was a panel with many members who lacked even a basic understanding of the issues of concern to the Council. Even more damaging, however, was the significant number of panel members who indicated antipathy to the legislative goals of the Women's Educational Equity Act.

However, Ms. Borcherdt's role in NACWEP did not end at the member selection process. Discussions, obtained correspondence and the minutes of the first Council meeting, all indicate that Ms. Borcherdt played a critical role in planning prior to the new Council's first meeting to have the theoretically independent council fire its staff director, who had been appointed under the Ford Administration.

Thus, as one of its first actions on the morning of its first meeting, the Council voted to dismiss staff director Joy Simonson and to begin interviewing job applicants previously identified by Ms. Borcherdt. Within twenty-four hours, the Council had hired Rosemary Thomson, leader of Phyllis Schafly's Eagle Forum in Illinois, as its $57,500 per year staff director. Ms. Thomson had not held a full-time job previously, and her only association with the Women's Educational Equity Act was her Congressional recent testimony the year before against any funding for the Women's Educational Equity Act Program. It should be remembered that we are not discussing a White House panel, but a council established by Congress to promote identified objectives. We are requesting that the Congressional Record statements on this incident which includes newspaper articles be inserted in the record of this hearing.

After the adverse publicity and protests that ensued over Ms. Borcherdt's role in this affair, she left the White House. Her culpability in this matter was serious:

1) She failed to consult with women's organizations, theoretically her assigned constituency, before proposing nominees to NACWEP.
2) She selected many individuals who did not have expertise in this area, and were already known to oppose all efforts toward equity.
3) She interfered significantly in the operations of a statutory advisory council, a council that was to advise the government from an independent and untainted perspective.
4) She promoted the appointment of an individual as staff director, to the only advisory council on women, whose only known public activity had been to combat efforts to attain equity.

We believe Ms. Borcherdt's role in the above instance demonstrates her inability to serve in a professional and ethical manner. Her activities indicate her capacity to abuse responsibility and power, and her willingness to ignore directives of Congress.

If Ms. Borcherdt were to be confirmed to the position for which she is under consideration, all advisory councils and all constituency concerns offices would be under her management. It would be difficult to hypothesize a less appropriate appointment.

The purpose of concerns offices is to raise the awareness and sensitivity to the concerns of special constituencies, so that this awareness permeates every aspect of the Department's operations. We are all well aware that bias against minorities and women persists, and the solution is not to kill the messengers that disclose discrimination's existence. Ms. Borcherdt might attempt to stifle these concerns offices and manipulate advisory councils, but the underlying problems these mechanisms were created to address would not evaporate. Clearly, what is needed in this position is an individual who will attack the problems, not the victims.

We hope when you give serious consideration to the issues raised today you will agree that Ms. Borcherdt would be an unsuitable appointment for Deputy Undersecretary for Intergovernmental and Interagency Affairs at the Department of Education.

ORRIN G. HATCH, UTAH, CHAIRMAN

ROBERT T. STAFFORD, VT.
DAN QUAYLE, IND.
PAULA HAWKINS, FLA.
DON NICKLES, OKLA.
LOWELL P. WEICKER, JR., CONN.
GORDON J. HUMPHREY, N.H.
JEREMIAH DENTON, ALA.
JOHN P. EAST, N.C.

EDWARD M. KENNEDY, MASS.
JENNINGS RANDOLPH, W. VA.
CLAIBORNE PELL, R.I.
THOMAS F. EAGLETON, MO.
DONALD W. RIEGLE, JR., MICH.
HOWARD M. METZENBAUM, OHIO
SPARK M. MATSUNAGA, HAWAII

GEORGE W. PRITTS, JR., CHIEF COUNSEL
[illegible], STAFF DIRECTOR AND GENERAL COUNSEL
LAWRENCE C. HOROWITZ, M.D., MINORITY STAFF DIRECTOR

United States Senate
COMMITTEE ON LABOR AND
HUMAN RESOURCES
WASHINGTON, D.C. 20510

December 8, 1982

The Honorable Orrin G. Hatch
Chairman
Committee on Labor
  and Human Resources
Washington, D.C. 20510

Dear Orrin:

On Thursday, December 9, the Committee has scheduled a hearing on the nomination of Wendy Borcherdt to be Deputy Undersecretary for Interagency and Intergovernmental Affairs of the Department of Education. It is our understanding that only one public witness will be permitted to testify on her nomination.

We do understand the time constraints that the Committee is operating under on Thursday, given the number of nominees that will be before the Committee that day. However, we have been contacted by a number of organizations representing various viewpoints who wish to testify on this nomination, including:

National Coalition for Women and Girls in Education
National Education Association
United States Student Association
American Association of School Administrators
National Council of La Raza
American Coalition of Citizens with Disabilities

We believe that the public testimony of these organizations would be both useful and valuable to the Committee in the deliberations on the nomination of Wendy Borcherdt. We urge you to reconsider your decision to permit only one witness. If you choose not to, we believe that the value of this public testimony justifies either postponing the hearing for Wendy Borcherdt or permitting an additional day of testimony for the public witnesses.

Thank you for your consideration in this regard.

Sincerely,

Ted Kennedy
Edward M. Kennedy

Claiborne Pell

Jennings Randolph
Jennings Randolph

Tom Eagleton
Thomas F. Eagleton

Don Riegle
Donald W. Riegle, Jr.

Howard Metzenbaum
Howard M. Metzenbaum

Spark M Matsunaga
Spark M. Matsunaga

(List of names suggested as representative of organizations desiring to testify, handed informally to the Chairperson (Senator Hawkins) at about the time the two-hour rule was to be invoked by Senator Humphrey)

Ms. Barbara Stein, National Coalition for Women and Girls in Education

Mr. Gary Brickman, United States Student Association

Linda Tarr-Whelan, National Education Association

Paul Salmon, American Association of School Administrators

Reese Robrahn, American Coalition for Citizens with Disabilities

Frank Garza, National Council of LaRaza

PETE V. DOMENICI
NEW MEXICO

United States Senate
WASHINGTON, D. C.

December 2, 1982

The Honorable Orrin G. Hatch
United States Senate
Washington, D.C. 20510

Dear Orrin:

I am most appreciative of your expression to me that you are going to clear MANUEL JUSTIZ for the position of Director, National Institute of Education as soon as possible -- maybe even by polling since he has no objection.

Orrin, this is a super guy, and I hope you can get this done for us soon.

My thanks and very warmest regards.

Your friend,

Pete

Pete Domenici

PVD:amr

H.L.H.
SCHOOL MANAGEMENT CO.

HOWARD L. HURWITZ, Ph. D.
President

BIOGRAPHICAL BACKGROUND OF DR. HOWARD L. HURWITZ

Nationally syndicated columnist ("Hurwitz on Education"), 1978 -

Ph. D., Columbia University (Political Science), 1943

TV-Radio commentator on education and national affairs, 1972 -

Author of 10 books in history and economics, including

An Encyclopedic Dictionary of American History
Theodore Roosevelt and Labor
Using Economics
Survey of American History

Booklets: The Principal, School Discipline, and the Law
Our Stake in the Far East

and about 200 articles and reviews in various general circulation, educational magazines, and newspapers

Columnist ("Inside Education"), 1977 -

Principal, Long Island City High School (N.Y.), 1966 - 77

Vice President, Council of Supervisors and Administrators, 1974 - 77

Past President, Association of Teachers of Social Studies in the City of N.Y.

Teacher-Editor, Scholastic Magazines, 1946 - 62

Adjunct Associate Professor of Education, St. John's University, 1959 - 69

U. S. Army Air Force, 1942 - 45

Honored by N.Y.S. Senate (July 1, 1975) and N.Y.S. Assembly (April 17, 1975) by unanimous, unprecedented resolutions commending Dr. Hurwitz for "leadership in the performance of his duties as principal" during a "turbulent decade"

Biography in Who's Who in the East, Contemporary Authors, Dictionary of American Scholars

QUESTIONS FOR THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH FROM LOWELL WEICKER, JR.

Q. The NCER was statutorily established to advise the Director and make general policy for the Institute. Are you willing to support the statutory missions of the Institute to (a) solve or alleviate problems, (b) advance practice, (c) strengthen the scientific and technological base, and (d) build an effective research and development system for American education? What would be your priorities as an NCER member to pursue these missions?

Q. The Congress has mandated several priorities upon which NIE should focus its research efforts. Please tell the committee whether you are able to support these statutorily mandated priorities, and, if so, how you can advance them as an NCER member. The priorities:

—improvement in basic education skills
—problems of finance, productivity, and management in educational institutions
—school ability to provide equal educational opportunities for women, the handicapped, limited English speaking, and the socially, economically, or educationally disadvantaged
--preparation for work
--encouraging study of languages and cultures
--overcoming problems of older and nontraditional students in postsecondary education
--the needs of early adolescents and the schools which serve them
—improving the dissemination of the research results, including assistance to education agencies and institutions in the application of research knowledge.

Q. Secretary Bell, in his public statements and testimony, has focused on several education priorities: education excellence and effective schools, improving the teaching of mathematics and the sciences, strengthening the policies and practices affecting school teachers, and improving the dissemination of research findings and the liaison between researchers and local education agencies. Do you support these priorities as important topics for NIE and federally supported educational research? Please discuss each topic and your views concerning NCER policy to support such research.

Q. The success of NIE in supporting high quality research is the ability to administer fair and open research competitions. These competitions must be planned with the advice of both practicing teachers, administrators, and education policy makers, along with the technical and scientific expertise of educational researchers. Proposals must be reviewed by highly capable, experienced researchers and educators in a field-reader (peer review) process. We have received numerous complaints that there has been little consultation with the broader education and education research communities in either research planning, or in the selection of proposal readers. First, do you pledge to support the principles of fair and open competitions as noted above? Second, will you work to assure that competitions and awards are carried out in such manner? Third, will you work to preclude ideological or partisan political screening of field readers?

Q. The staff at the Institute has filed an extensive complaint with the Merit Systems Protection Board. The principal charge is that the NIE leadership has misused its statutory authority to hire individuals with scientific and technical expertise outside of the normal strictures of the competitive civil service. Specifically, they have hired political appointees to fill such positions, or to remove highly competent researchers, and replace them with persons having little or no research experience. Do you pledge to investigate such practices and support any efforts of the new director to correct any misuse of this authority?

Q. NIE has been instrumental in promoting research into the advanced academic skills, e.g., reading comprehension, written composition, problem-solving in mathematics, and analytical and creative thinking. Do you support such efforts? Will you pledge to work with the Institute to protect such studies?

Q. The NCER has a standing policy in support of fundamental research into teaching and learning and other aspects of education. The policy calls for NIE to devote 20 per cent (30% by 1985) of its funded projects to fundamental research. Do you support the continuation of this policy? Will you work to retain it?

Q. Would you please tell the Committee how you believe the NCER should guide the agency's development of a research agenda as the agenda relates to:

- trends in the public school system
- needs of special populations, and
- need of culturally different individuals?

Q. Would you please tell the Committee how you believe the NCER should guide the NIE in setting its research agenda in the areas of cognitive processing and technological education?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to peer review criteria for grants and contracts?

Q. Would you please tell the Committee how you believe the NCER should guide the agency in relationship to grants and competitions for the labs and centers?

QUESTIONS SUBMITTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH BY SENATOR EDWARD M. KENNEDY

1. a. The Council was established by law to advise the Director of the National Institute of Education and to make general policy for the Institute. Do you pledge to support the statutory missions of the Institute to solve or alleviate problems, advance practice, strengthen the scientific and techological base, and build an effective research and development system for American education?

   b. What would be your priorities as a member of the Council in the pursuit of these missions by NIE?

2. There are several Congressionally mandated priorities upon which NIE should focus its research efforts. Can you commit to advancing these efforts with regard to the following statutorily mandated priorities:

   -- The improvement in basic educational skills.
   -- The problems of finance productivity and management in educational institutions.
   -- The ability of educational institutions to provide equal educational opportunities for women, the handicapped, limited English speakers and the disadvantaged.
   -- Overcoming the problems of older and non-traditional students in post-secondary education.
   -- The needs of early adolescents and the schools that serve them.
   -- The improvement in the dissemination of research results.

3. Secretary Bell in his public statements and testimony has focused on several education priorities. Do you agree with the Secretary in his assessments? If not, please specify the differences.

4. Congress has received numerous complaints that little consultation with the education and the education research communities has occurred in recent months in research planning and in the selection of proposal readers.

   a. In examining the workings of NIE in the recent months, what is your assessment of this criticism?

   b. Will you support the principle of fair and open competition for NIE research projects?

   c. Will you work to preclude ideology or partisan political screening of proposal readers?

QUESTIONS PRESENTED TO THE NOMINEES FOR THE NATIONAL COUNCIL ON EDUCATIONAL RESEARCH

Page Two

5. I understand that the staff of NIE has filed an extensive complaint with the Merit System Protection Board. In their complaint, they charged that the NIE leadership has hired political appointees to fill positions reserved for civil servants. In particular persons having little or no research experience have replaced highly competent researchers. Do you pledge to investigate these allegations and support efforts of the new Director to correct any violations, if they have occurred?

6. The Council has a standing policy to devote 20% of its funded projects in support of fundamental research into teaching, learning and other aspects of education. This amount is to be increased to 30% by 1985. Do you support a continuation of this policy?

RESPONSE TO QUESTIONS SUBMITTED BY THE SENATE LABOR AND HUMAN RESOURCES COMMITTEE

HOWARD L. HURWITZ DECEMBER 13, 1982

1. (a) Yes; (b) Yes; (c) Yes; (d) Yes. As an NCER member my priorities for each of the missions would be determination of whether it would be likely to make classroom teaching more effective.
2. The "statutorily mandated priorities"are a continuing concern to educators. It remains for state and local authorities, assisted by the NIE, to advance the listed priorities.
3. I will recommend research on each of the topics if I am satisfied that the proposed project shows promise of unearthing approaches not already known or taken.
4. First, Yes; Second, Yes; Third, Yes.
5. Yes.
6. See my response to "3," above.
7. Fundamental research is open-ended with no assurance (as it should be) of any practical outcomes. It has proved its values in the physical anid biological sciences. Education, however, is not a science. I would want to look at the proposed fundamental research proposals before recommending them.
8. There is already considerable reporting in these three areas. I have discussed them in my bi-weekly column over the years. I do not jump with joy at the prospect of plowing more federal funds into fields that have been cultivated for decades. We should be doing a better job of harvesting.

(continued)

9. The research agenda should be limited to those areas of "cognitive processing and technological education" that have not been researched to death. There is little further to be done in researching the first area, but much to be done in teaching basic skills. It may well be that research is needed in "technological education," especially as it relates to the computer revolution. Computers can change the educational process at all levels -- primary grades through the university. We should be doing more looking before we leap.

10. I expect "peer review" to precede submission of requests for grants and contracts.

11. I have no first-hand information about the work of the labs and centers. If I am confirmed by the Senate, I shall study the work of the labs and centers before making any recommendation to the NIE.

Howard L. Hurwitz

ADDITIONAL QUESTIONS PRESENTED TO HOWARD HURWITZ BY SENATOR EDWARD M. KENNEDY

1. I have received a great deal of information regarding your suspension and subsequent removal as a high school principal. Could you please give me your views on your dismissal?

2. In January, 1981 you stated in the magazine Human Events: "OCR, as an arm of ED, has done more to destroy the nation's public schools than almost any other single force." Could you explain this statement and its implications for your view of the federal role in protecting the rights of women, minority citizens and handicapped citizens in our nation's educational system?

December 11, 1982

To: Senator Edward M. Kennedy

From: Dr. Howard L. Hurwitz

Re: Additional Questions Presented to Howard Hurwitz....

1. You ask for my views on my "dismissal." I was never dismissed. Two years after my refusal to readmit to Long Island City High School a disruptive student, who had been accorded due process, I retired. I had completed 40 years to the day of service in the New York City public schools.

In the matter of the fine levied against me by the Board of Education and the accompanying resolution, both were "annulled and vacated" by Judge Alfred D. Lerner, Special Term Part I, New York Supreme Court - Queens County, on July 28, 1977.

My refusal to readmit the disruptive student was defended by both the principals' and teachers' union. My legal defense was undertaken by the Council of Supervisors and Administrators (AFL-CIO).

The New York Times Index for 1976 will refer you to the extensive reporting on my principled stand for discipline in the schools. In retrospect, I find great satisfaction in the community and nationwide support my action brought forth.

2. My January 1981 article in Human Events to which you make reference explains my view of the OCR. In brief, the OCR has pressed for forced busing to achieve racial balance in the schools. This has disrupted the public schools affected. I oppose mandatory busing for racial purposes and favor the neighborhood school.

(continued)

It does not follow that my view of the OCR's role in forced busing has "implications" for my views on protection of minorities "in our nation's educational system." The black minority has been harmed, not protected, by federal provision for protection of minorities against discrimination.

Certainly, under the law, minorities have the right to seek redress against discrimination in our courts and other forums. To the extent that they have alleged discrimination in the schools, I have found that more often than not they have been pushed by chapters of the American Civil Liberties Union and the "educational arm" of the federally-financed poverty groups. The effect has been harassment of school officials, rather than protection of minorities.

Howard L. Hurwitz

Howard L. Hurwitz

Attachments:

"Salute to Dr. Howard L. Hurwitz, Champion of American Education," *Congressional Record*, June 24, 1977

"Strict Queens Principal Is Cheered....," *The New York Times*, June 25, 1977, page one

N.Y.S. legislative resolution, June 22, 1977, "honoring and applauding" Howard L. Hurwitz

Congressional Record
6.24.77

SALUTE TO DR. HOWARD L. HURWITZ, CHAMPION OF AMERICAN EDUCATION

HON. MARIO BIAGGI
OF NEW YORK
IN THE HOUSE OF REPRESENTATIVES
Friday, June 24, 1977

Mr. BIAGGI. Mr. Speaker, John Milton, in his renowned work, "Of Education," wrote:

> I will point ye out the right path of a virtuous and noble education; laborious indeed at first ascent, but else so smooth, so green, so full of goodly prospect, and melodious sounds on every side, that the harp of Orpheus was not more charming.

His words of wisdom and glorious appreciation give us pause.

And, is not it refreshing and inspirational to reflect, but for one moment, upon the genius of that great English classicist?

We can all share in the wealth of the scholarship of history's literary giants. But when their lessons have application today, and we can draw parallels to educational leaders of our acquaintance, then we are indeed enjoying a rich and rewarding experience.

Today we are paying tribute to a wise, able and extraordinary educational leader, who has given more than half one's lifetime to the education of our youth. Long Island City High School, Queens, N.Y. is losing a principal who, in little more than a decade, established that institution as a bastion of the finest in educational standards. Dr. Howard L. Hurwitz, by occupation and avocation, is a teacher in the most honored and respected sense of the tradition that noble assignment represents. His is the story of a true educational champion who personally advanced, defended, and realized quality educational principles.

A legislator of another time, in another country, spoke to his peers in the House of Commons:

> Upon the education of the people of this country, the fate of this country depends.

While saluting Dr. Hurwitz in this Chamber this day, the words of Benjamin Disraeli also have application. For, I believe there is nothing more important to the growth of our country than education. Ever and again, it is the foundation of development. It remains a basis for quality standards in every product and service. Just as importantly, it is a vital means of upward mobility for our populace.

As a Member of this great body and of its Education and Labor Committee, I spare no effort in working on behalf of educational opportunities for all Americans. I have a firm commitment to the advancement of the cause of educational excellence. I stand beside educators who champion true educational principles. I reaffirm Dr. Hurwitz's belief that the youth of our Nation must be taught the basic educational skills within a proper educational framework, in an atmosphere conducive to learning.

Herbert Spencer viewed education as having "for its object the formation of character." I submit to you that Dr. Hurwitz has been primarily instrumental, not only in showing the proper educational way, but also in shaping the character of this Nation's greatest resource, our youth. There is no greater way to emphasize that which is taught than through personal example. What an education his students have received as they have witnessed his leadership and courage.

I could not more enthusiastically commend Dr. Hurwitz for his devotion to our young people. It is this highly dedicated official who is also a part of the definition of quality education. It is also not often that we experience his like as a man of principle.

I am gratified that, upon his retirement, Dr. Hurwitz will remain active in the mission he has advanced and principled. I trust other educators have learned from his example, and will work in his like to progress education.

In his farewell message, as presented in the Long Island City High School Newsletter, we are privileged to view the application of the ideals we attribute to this great man. First and primarily, we are reminded that this foremost educator withstood the assaults of the educational leadership in the New York City school system to uphold and promulgate classic instructional ethics. His personal sacrifices during that time of siege and the ultimate martyrdom of his local career in pursuit of his convictions, during an era of expedient and interest-serving educational techniques, will long serve and be remembered in our neighborhoods as one of education's finest hours.

We bear witness as Dr. Hurwitz justly and proudly espouses singular areas of educational excellence and advancement at Long Island City High School, areas which tragically and regretfully are not a foundation or part of the learning process we are most often exposed to. One cannot help but believe that the students at Long Island City High School have been imbued with a very special spirit, as exemplified by a very special man, which spurs them on to the full range of their development.

Finally and significantly, Dr. Hurwitz allows us to share in his personal gratitude to those who helped to make his lesson even more meaningful and rewarding. I take great pride in being among the wealth of Dr. Hurwitz's supporters.

I implore him, on behalf of all his friends and admirers, never to go too far away for he is widely loved and respected in Long Island City. I further ask and trust that he will permit us to partake, in whatever fashion appropriate, of his talents and wisdom for a long time to come.

It is my pleasure to give you the thoughts of Dr. Howard L. Hurwitz on the occasion of his upcoming retirement:

DR. HURWITZ SAYS GOODBYE AFTER 40 YEARS

DEAR FRIENDS: We have stood together for the 11 years that I have been the principal of Long Island City High School. These years have been the most exciting and rewarding in my 40 years in the school system. But, they have not been without their scars.

You have inflicted no scars; but, rather, have worked with me to heal wounds inflicted by a Chancellor who, last year, sought to remove me because I refused to readmit a suspended student with a long record of misbehavior. The wounds—and they are being freshly salted—are inflicted by a Chancellor and Board of Education who have brought our once-great school system to its lowest point. I can no longer remain with employers who are unremitting in their determination to interfere with the effective administration of this school. I have, therefore, decided to start my retirement leave on September 1.

We can look back with pride to a school that has been safe for your children during a decade in which crime in the schools has been the hallmark of education. We have preserved a learning climate at L.I.C. Each year the learning atmosphere is reflected in our school newspaper, literary magazine, publications in mathematics, social studies, science, foreign languages, secretarial studies, and other subjects. Our assembly programs (some 20 a year) are conducted with dignity at a time when most high schools have abandoned assemblies because they cannot risk the disorder. Our Math team has distinguished itself in interscholastic competition. Our annual Festival of the Arts, modern dance, and gymnastic programs offer opportunities to youngsters with special talents. Our varsity athletic teams, despite budget cuts, continue to compete effectively and demonstrate decency in sports. The majority of our students gain entry into colleges. We maintain a varied academic program ranging from Basic Ed to modern Greek and 12th-year mathematics.

Our 2,800 students come from 40 different countries. Our non-English speaking children learn to speak English through English and do not become dependent on their native language as is the case with bilingual programs elsewhere.

We are an integrated neighborhood school, and we have no racial incidents. Our students respect each other and their teachers. They are, in turn, helped by many able teachers.

My sadness at leaving is mixed with the joy of remembering those who shared the L.I.C. experience with me.

First, I want to thank the parents of L.I.C. students for the fantastic support and encouragement they have given me. The high point (there is no low point) was last March when thousands of parents, students, and citizens marched around our school for three days until I was returned as your principal.

Second, I want to thank the political and community leaders who sought at every turn to sustain us in our determination to keep the school safe so that children could learn.

Third, I want to thank those teachers and staff who knew what I stood for and who made home away from home for more than a decade.

Fourth, I want to thank the thousands throughout the nation who have written and phoned words of encouragement. Then, I shared with my wonderful wife who has stood with me through 36 years of good and bad fortune.

My wife is no summer soldier—and neither are you. You have helped me year 'round in the endless battles necessary to survive in a turbulent decade. We have enjoyed some remarkable victories.

Fifth, I want to thank the Fourth Estate—the newspaper, magazine, radio, and TV people, who have covered our story for years. They have been fair.

In the years ahead, I hope to be as active as ever in the field of public education. I shall be available to help school boards, except our central board. It is beyond help. And I shall be writing and speaking. So it is not really goodbye. I'm putting on a new suit and I hope never to wear out my welcome in Long Island City, a community I love.

Sincerely,

HOWARD L. HURWITZ.

The New York Time

NEW YORK, SATURDAY, JUNE 25, 1977

Strict Queens Principal Is Cheered As He Castigates Education Board

PAGE ONE

By MURRAY SCHUMACH

A principal who fought the Board of Education over an order to reinstate a girl he had suspended was cheered and applauded by students and their parents at his high school's commencement exercises yesterday.

Telling of his reluctant retirement after 30 years in the school system, the principal, Dr. Howard L. Hurwitz of Long Island City High School in Queens, was interrupted eight times by ovations as he castigated the Board of Education, the New York Civil Liberties Union and "federally financed poverty panderers," whom he blamed for destroying the city's public education system.

It was the kind of support that the 61-year-old principal—who was guarded by the parents of students when he slept in his office after defying a Board of Education attempt to unseat him in the discipline incident last year—has come to expect from some quarters.

As the virtual embodiment of one side of the school-discipline controversy, Dr. Hurwitz has been a lightning rod of public opinion in the community, where he has been principal for more than a decade.

Yesterday was no different. He was assailed earlier in the day by a group that charged that discipline at the school was aimed primarily at nonwhite children, and he was later cheered at the commencement by hundreds of his supporters.

At the end of his speech, in Queens

Continued on Page 28, Column 4

The New York Times/Robert Walker

Dr. Howard L. Hurwitz giving farewell address at graduating ceremonies for Long Island City High School held at Queens College.

PRINCIPAL IS CHEERED AS HE ASSAILS BOARD

Continued From Page 1

College's Colden Auditorium, the 1,300 people in the audience stood to applaud, cheer and whistle for more than a minute. They stopped only when Dr. Hurwitz raised his hand to halt the ovation so the graduation exercises for 894 students could be completed.

Stiff-backed and slow-talking, Dr. Hurwitz struck at those who had criticized his insistence on discipline in the schools and who had forced him to reinstate the girl he had suspended (and who has since gone to another high school and graduated).

"It is the responsibility of the Mayor and City Council," he said, "to end the pay of the Board of Education. This can be done in 24 hours. It will then be possible to appoint distinguished citizens who will serve without pay and who will not be the lackeys of the Civil Liberties Union and the federally financed poverty panderers who are supposed to help the poor but who destroy discipline in the schools."

In the last 10 years, he said, the Board of Education has undermined the merit system, competition and discipline; has brought the city's school system to "its lowest point," and has created a school system of danger and disruption that is "playing Russian roulette with the lives of our children."

After saying that strict examinations and long experience had raised the standards of New York City's schools, Dr. Hurwitz, who has recently formed a school-management company to show other communities how to avoid the mistakes he believes have been made in New York, said:

"Examinations for teachers are now a farce. There are no examinations for supervisors. By and large supervisors today are the products of an ethnic spoils system, or their assignments are politically motivated. The effect on instruction has been devastating."

Dr. Hurwitz, who has decided to retire rather than continue his fight against the Board of Education, disputed the "misleaders" who attribute the decline of public education in the city to "socio-economic factors."

"What we are saying," he declared, "is that because so many minority students attend our schools—about 70 percent of the one million—the problem is insoluble. I cannot accept this. All children are capable of learning."

'This School Is the Best'

Indicative of his view was that many of the prize-winners at yesterday's commencement were black or Hispanic, and many of the others were of Oriental and Greek background.

Even before the exercises began parents of the graduates—many of them black or Hispanic—were lavish in their praise of the principal.

Augustine Rey and his wife, Manuela, whose daughter, Maria, was graduating, called the principal "fabulous" and "fantastic."

Louis Lentino, whose son Louis Jr. was the third of his three children to graduate from the high school during Dr. Hurwitz's 11-year tenure, said:

"This school is the best. All schools should be like this one. We consider ourselves lucky that our children went there when Dr. Hurwitz was principal."

Earlier in the day, Dr. Hurwitz was criticized by representatives of an organization called Advocates for Children of New York, who said that his discipline was excessive and that he sometimes excluded children without a hearing.

The organization took to its offices, at 29-28 41st Avenue in Long Island City, two students who had been suspended by Dr. Hurwitz. One of them was Brenda Bynum, the girl who was the center of last year's bitter controversy.

Both students insisted in interviews that they had done nothing to deserve suspension. Miss Bynum, who had been accused of being disruptive, said that all she had done was to read a magazine in a school office while waiting to distribute mail. The other student, Roberto Fontanez, said his only offense was to write "snake" on a wall inside the school.

The organization, which brought the two students before reporters, said it was supported by Federal, state and city funds and by foundations. Its officials said its purposes were "to secure, develop and improve educational and child-related care services for New York City children, particularly those children with special needs."

STATE OF NEW YORK

The Legislature

ALBANY

LEGISLATIVE RESOLUTION
Senate No. 302
Assembly No. 453

IN SENATE:
By Senators Gazzara, Johnson, Lewis, Padavan and Trunzo:
IN ASSEMBLY
By Mr. Butler:

Legislative resolution honoring and applauding the distinguished career of Howard L. Hurwitz, Ph.D. upon the occasion of his retirement as Principal of Long Island City High School

Whereas, Doctor Howard L. Hurwitz, distinguished educator, has announced his retirement as Principal of Long Island City High School, at the close of the current academic year, having served in that capacity since 1966; and

Whereas, Doctor Hurwitz served in the United States Army Air Force from 1942 through 1945 and notwithstanding the vicissitudes of war was graduted from Columbia University in 1943 whereat he earned his Doctorate in Political Science; and

Whereas, This eminent pedagogue has had vast experience as a teacher and supervisor in the secondary schools of New York City since 1938, as an Adjunct Associate Professor of Education at Saint John's University from 1959 to 1969 which dedicated involvement did not deter him from immersing himself in the many and varied community affairs of his beloved Long Island City, his involvement in the Association of Teachers of Social Studies in the City of New York and the Administrative Assistants Association of which two last mentioned groups he is a Past

President, and his service with the Council of Supervisors and Administrators which he now serves as Vice President; and

Whereas, This peripatetic scholar has manifested an amazing appetence for scholarly and academic endeavors as evidenced by his prolific writings in magazines, periodicals, newspapers and reviews of general circulation to those concerned with educational matters; his authorship of ten books including An Encyclopedic Dictionary of American History; his seventeen years as Editor of scholastic magazines earning him the distinction of being included in Who's Who, Contemporary Authors, and in the Dictionary of American Scholars; now, therefore, be it

Resolved, That the Legislature of the State of New York pauses in its deliberations and honors and applauds the distinguished career of Howard L. Hurwitz upon the occasion of his retirement as Principal of Long Island City High School and joins with his many colleagues, contemporary scholars and students whose lives he has ennobled and enriched in wishing him continued well-being; and be it further

Resolved, That a copy of this resolution, suitably engrossed, be transmitted to Doctor Howard L. Hurwitz.

By order of the Senate,

Roger C. Thompson

Roger C. Thompson, Secretary

By order of the Assembly,

Catherine A. Carey

Catherine A. Carey, Clerk

ADOPTED IN SENATE ON

June 21, 1977

ADOPTED IN ASSEMBLY ON

June 22, 1977

WASHINGTON BUREAU
NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE
1025 VERMONT AVENUE, N.W. • SUITE 820 • WASHINGTON, D.C. 20005
(202) 638-2269

December 14, 1982

The Honorable Orrin G. Hatch
Chairman, Committee on Labor and Human
Resources
United States Senate
Room 4230 Dirksen Senate Office Building
Washington, D.C. 20510

Dear Senator Hatch:

The NAACP and its New York City branches have monitored the activities of Mr. Howard Hurwitz, nominee for the National Council On Educational Research, for a number of years. We have grave reservations about his suitability for the position he has been nominated to fill.

We certainly hope that hearings will be held on the nomination and the NAACP would appreciate an opportunity to testify in opposition to the nominee.

Sincerely yours,

Althea T.L. Simmons

Althea T.L. Simmons
Director

Senator **Hawkins**. The hearing stands adjourned.

[Whereupon, at 1:00 p.m., the hearing was recessed, to reconvene at the call of the Chair.]

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